# REPORT RESUMES

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A BASIC COURSE IN YORUBA, A LANGUAGE OF WEST AFRICA, IS PROVIDED IN THIS TEXT. THE COURSE IS DESIGNED TO BE USED WITH TAPE RECORDINGS AND IS DIVIDED INTO THREE PARTS--(1) THREE SERIES OF TONE DRILLS WHICH CONCENTRATE ON THE TONE PATTERNS OF SHORT VOWELS IN SHORT UTTERANCES, THE TONE PATTERNS OF LONG OR DOUBLE VOWELS IN SHORT UTTERANCES, AND THE TONE PATTERNS OF LONGER UTTERANCES, (2) FOLLOWING THE TONE DRILLS IS A SERIES OF 49 LESSON UNITS, OF THESE THE FIRST 20 INTRODUCE AND DRILL THOSE ASPECTS OF THE GRAMMAR WHICH INVOLVE CHANGES IN TONE AND VOWEL LENGTH, NOTES AND EXERCISES ACCOMPANY EACH UNIT, AND (3) FOLLOWING THE LESSON UNITS THEMSELVES IS A SERIES OF SENTENCES, IN THE STYLE OF A PHRASE BOOK, FROM WHICH THE STUDENT IS ENCOURAGED TO CHOOSE THOSE THAT SUIT HIS OWN NEEDS. IN ADDITION TO CHOOSING THE SENTENCES, THE STUDENT HAS THE ADDED RESPONSIBILITY OF CONSTRUCTING HIS OWN EXERCISES BASED ON THEM. THE COURSE AS A WHOLE LEADS THE STUDENT FROM CONTROLLED WORK ON RESTRICTED DRILLS TO EXERCISES WHICH REQUIRE INITIATIVE AND RESPONSIBILITY. (GC)

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# YORUBA

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## BASIC COURSE.

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WASHINGTON, D.C.

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# PREFACE

Yoruba, unlike most African languages, has been made the subject of careful study by a number of competent scholars, who have produced for it highly useful dictionaries and grammatical studies. The primary goal of this book is therefore not so much to describe as to inculcate speech habits; matters of pronunciation and grammar which have, for the most part, been described thoroughly by previous writers are made the subject of an extensive set of drill materials, both printed and recorded.

This volume was prepared under an agreement with the Office of Education, Department of Health, Education and Welfare, under the National Defense Education Act. The lessons which it contains were designed in the first instance for study with professional supervision and Yoruba-speaking instructors. The set of tapes which accompanies the course will be of value in supplementing work with a native teacher, and may also be used for study or review where no native speaker of the language is available. The tapes were prepared in the laboratory of the Foreign Service Institute, under the direction of Gabriel Cordova.

Most of the Yoruba sentences in this course were provided by Ọlalẹyẹ Arẹmu and Josiah Ṣimarẹn, with some additional materials being provided by Alexander Edwards and Samuel Adebọnọjọ. In addition, Arẹmu and Edwards assumed important measures of responsibility in the revision of the original draft. The linguist in charge of the project was Earl W. Stevick, coordinator of the Special African Language Program.

The FSI staff members who have worked on the Yoruba text wish to express their gratitude for the existence of the dictionaries and other studies prepared in earlier years by Ida C. Ward, E. C. Rowlands, R. C. Abraham, Hans Wolff, and the Church Missionary Society. Consultations with Robert Armstrong and Mark Hanna Watkins also proved most helpful. Without the labors of all these scholars, this book could not have appeared. The Foreign Service Institute of course assumes responsibility for the present work.

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## Introduction

The organization of this course is based on three assumptions. (1) Yoruba is a moderately difficult language for Westerners to learn. (2) The greatest source of difficulty lies in the accurate hearing and reproduction of tone. These difficulties are sufficiently serious so that only the exceptionally talented student can learn rapidly and well from a course that slights the tonal aspect of the language. (3) Things to be learned—new skills to be acquired—should confront the student one at a time, and should be arranged in such an order that his progress will be as smooth as possible.

Accordingly, Yoruba Basic Course has been divided into a number of parts. First are three series of tone drills which concentrate respectively on the tone patterns of short vowels in short utterances, the tone patterns of long or double vowels in short utterances, and the tone patterns of longer utterances.

Following the tone drills is a series of 49 lesson units. Of these, the first 20 introduce and drill those aspects of the grammar which involve changes in tone and vowel length. Notes and exercises accompany each unit.

Following the lesson units themselves is a series of sentences, somewhat in the style of a phrase book, from which the student is encouraged to choose those that suit his own needs. In addition to choosing the sentences, the student has the added responsibility of constructing his own exercises based on them.

The course as a whole, then, leads the student from tightly controlled work on quite narrowly restricted drills, to the exercise of ever-increasing initiative and responsibility.

The ultimate goal of the present course is that the student should develop the ability to understand and use correct, idiomatic

Yoruba in the most common situations in which he finds himself. The development of this kind of competence will, however, require of teacher and student much that is not contained in this series of lessons. Omission of such material is justified on the assumption that what has been provided will serve as a solid foundation for further development, and because it is believed that the contents of the published course will relieve the teacher of the most delicate and most tedious parts of lesson preparation.

There is, however, a necessary preliminary stage which must not be bypassed. This stage consists of mastering the mechanical aspects of the dialogues and exercises contained in the lessons. The immediate and indispensable goal and the sole criterion for evaluation of progress at this stage should be the students' ability to come forth with the 'desired responses', unhesitatingly and with accurate pronunciation.

The nature of the 'desired responses' to the tone drills is indicated clearly in the introduction to each series. For the dialogues, only three levels of achievement should be recognized, as implied in the following questions:

1. Can the students repeat accurately after the instructor all the sentences of the dialogue? Books should be closed at this stage.

2. Can the students read aloud from the book, with highly accurate pronunciation, all the sentences of the dialogue?

3. Can each student, with book closed, assume either role in the dialogue, going through it without hesitation and without mistakes?

For the exercises, the levels of achievement which are to be recognized are two:

1. Can the students repeat after the instructor all of the words and phrases in the exercise?

2. Can each student, with book closed, give the desired response to the 'cue' words or phrases in the exercise? (Ordinarily, the words or phrases in the left-hand column should be the first cues, and the phrases in the second column should be the desired responses to those cues. In a number of exercises, however, where there are three or more Yoruba columns, it is suggested that each column be used in its turn as a source of cues, with some other column as a source of the desired responses. Thus, the notation (1-2, 2-1) at the head of an exercise means that the first time through the exercise, the cues should be taken from Column 1 and the responses from Column 2; the second time through, the cues should be taken from Column 2, and the responses from Column 1.

The basic dialogues are presented in three parallel columns. The left-hand column indicates pronunciation only. For this reason, it does not make use of capitalization, or of sentence-final punctuation. The center column gives a typical spelling of the same sentences according to present-day practice by educated speakers of the language. It does not claim to be representative of a standard, or norm, for spelling of the language. The third column consists of English equivalents.

Adherence to the following principles will help to assure smooth and efficient use of class time:

1. Hearing before speaking. The students should be given ample opportunity to hear a new word or phrase, with books closed, before they try to speak it — still with books closed.

2. Speaking before reading. The students should achieve a highly acceptable pronunciation of each new word or phrase before they see it written on the blackboard or in their books.

3. *Practice the language*. During the class period, there is little need for talking *about* the lesson, either in English or in Yoruba.

4. The student should correct his mistakes, not primarily by asking why they are wrong, or by requesting a grammatical explanation, but by repeating the correct form again and again until it becomes automatic.

## NOTES ON THE PRONUNCIATION OF YORUBA

### The Vowels of Yoruba

A general difference between the vowel sounds of Yoruba and those of English is that the Yoruba vowels are unglided. That is to say, there is no perceptible change in vowel quality during the production of the sound. The jaw, tongue, and lips, whose positions determine vowel quality, remain relatively stationary during the pronunciation of a Yoruba vowel. By contrast, certain vowels in virtually all forms of English, and virtually all vowels in some forms of English, have a characteristic glide, which is most easily observable in words like *go* and *say*. During production of the vowel of *go*, for example, the lips assume an increasingly rounded shape; in the vowel of *may*, the tongue moves toward a higher position, near the front of the mouth. This sort of motion of the organs of articulation is not characteristic of Yoruba vowels.

Yoruba has seven oral (i.e. non nasalized) vowels:

| Spelling | Description | Examples | |
|---|---|---|---|
| i | Reminiscent of the vowel in English *eat*, but unglided. | ībī | 'place' |
| | | ōrí | 'head' |

Technically: a high front unrounded vowel.

Next to a velar consonant, this vowel sometimes sounds a bit different, something like the first vowel in some Americans' pronunciation of silver, children.

| | |
|---|---|
| īgī | 'tree' |

Technically: a centralized high front unrounded vowel.

e

Reminiscent of the vowel in English fate, but more like the vowels in French été. It is important to avoid gliding this sound.

| | |
|---|---|
| èdè | 'language' |
| íwě | 'book' |

Technically: a higher mid front unrounded vowel.

ẹ

Similar to the vowel of English set.

| | |
|---|---|
| ẹ̄sẹ̀ | 'leg' |
| īṣẹ́ | 'work' |

Technically: a lower mid front unrounded vowel.

a

Similar to the vowel of American English not.

| | |
|---|---|
| ātā | 'pepper' |
| àwō | 'plate' |

Technically: a low central unrounded vowel.

ọ

Reminiscent of the vowel of loss in most English dialects, but unglided.

| | |
|---|---|
| ọ̀bọ̄ | 'monkey' |
| ọ̀bā | 'king' |

Technically: a lower mid back slightly rounded vowel.

| | | | |
|---|---|---|---|
| o | Reminiscent of the vowel of English *soak*, but unglided. | ōwó | 'money' |
| | | ōdò | 'river' |
| | Technically: a mid back rounded vowel. | | |
| u | Reminiscent of the vowel of English *toot*, but unglided. | òtǔtû | 'cold' |
| | | ìlǔ | 'city' |
| | Technically: a high back rounded vowel. | | |

*Nasalized vowels*. Three general statements may be made about nasalization of vowels:

1. Those vowels that are subject to nasalization are automatically nasalized in a syllable that begins with a nasal consonant (i.e. *m* or *n*). The vowels *o̲* and *e̲* are not subject to nasalization in the same way in which the other vowels are.
2. All nasalized vowels are slightly centralized as compared with their non-nasal counterparts.
3. If a syllable containing a nasalized vowel begins with one of the consonants *w*, *y*, *r*, then the nasalization includes the entire duration of the consonant as well as the vowel.

Notice that the letter *n* after the vowel letter is used as the orthographic symbol for nasalization in Yoruba.

An area of indeterminacy in the writing of books in or on Yoruba is the treatment of the nasalized vowels written *an* and *o̲n*. These probably contrast with one another in some dialects, but not in others. The use of one or the other of these sounds in a given word varies widely from one dialect to another. It has become customary to write ọn after the labial consonants, and an otherwise. This practice will be followed here, but the word má 'don't' constitutes an exception. Compare mọ́ '(not) again.' These words are pronounced alike by some speakers.

| | | | |
|---|---|---|---|
| in | Reminiscent of the vowel in English pinch.<br>Technically: a lower high front unrounded vowel, nasalized. | ìsìn<br>mẹ́rìn | 'worship'<br>'four' |
| ẹn | Reminiscent of the vowel in English bench.<br>Technically: a lower mid front unrounded vowel, nasalized. | ìyẹ̄n | 'that' |
| an<br>ọn | Reminiscent of the vowel in British English aunt, or some times of the vowel in English bunch, sometimes the vowel in English launch.<br>Technically: Respectively low central unrounded, lower mid central unrounded, lower back rounded nasalized vowels. | ẹ̄rān<br>ìbọ̄n<br>mọ̀<br>nà | 'meat'<br>'gun'<br>'to know'<br>'to flog' |
| un | Reminiscent of the vowel in English June or the vowel in English won't.<br>Technically: a back rounded vowel with height varying from high to mid. | bínú<br>sùn<br>fún | 'to be angry'<br>'to sleep'<br>'for' |

## The Consonants of Yoruba

| | | | |
|---|---|---|---|
| b, d, g<br>t, k<br>m, n<br>f | These sounds are for all practical purposes the same as the corresponding sounds in English. The letter g, of course, always stands for the pronunciation of the first sound in go, never for the first sound in gem. | | |
| w, y | Before oral vowels, these letters stand for sounds that are virtually identical with their English counterparts. | wẹ̀ | 'to swim, bathe' |
| | | wù | 'to please' |
| | | èyǐ | 'this' |
| | | yà | 'to turn aside' |
| | Before nasal vowels, these consonants are nasalized, so that they sound almost like sequences of a nasal consonant plus w or y. | wọ́n | 'they' |
| | | ẹ̄yīn | 'egg' |
| j | Reminiscent of the consonant sound in English Joe, but with less friction. | jó | 'to dance' |
| | | jìnnà | 'far' |
| | Technically: a voiced blade palatal stop with little or no affrication. | | |
| h | Similar to the consonant of English hoe, but less strongly pronounced. | hó | 'to boil' |
| | | ōhùn | 'voice' |
| s, ṣ | Reminiscent of the consonant sounds in English | ṣē | 'do' |
| | | īṣọ̄n | 'muscle, sinew' |

| | | | |
|---|---|---|---|
| | see, she respectively, but the Yoruba sounds are higher in pitch than their English counterparts. For some speakers, Yoruba ṣ sounds almost like English (and Yoruba) s. | sè<br>āṣǭ | 'cook'<br>'cloth' |
| n, m, | Yoruba has a syllabic nasal sound which is produced, depending on its environment, in the same position as the consonants m and n, or in the same position as the last consonant sound in English song. It differs from these other sounds in its length, and in the fact that it always carries a tone.<br>When it stands before a consonant, the syllabic nasal assumes the position of articulation which is characteristic of that consonant. When it stands before a vowel, it is dorso-velar (like the ng in song), and is transcribed in these materials with the letter n. Note that in the transcription employed here, the letter which stands for the syllabic nasal always stands under a tone mark, and also that in this system of transcription a tone mark never stands over the letter n unless the n does stand for the syllabic nasal. | ǹkān<br>n̄ ó wǎ | 'something'<br>'I will come' |
| r | Reminiscent of the sound spelled r in British English very, or of the Spanish sound in pero. But where the | rárá<br>rí | 'expression of negation)<br>'to see' |

European sounds consist of taps against the gum ridge from below it, the usual Yoruba r begins with the tongue bent back so that the tip is behind the gum ridge. It then taps against the gum ridge on the way down.

gb, p

This pair of consonants are likely to cause the learner as much difficulty as all of the other consonants and vowels of Yoruba combined.

Both gb and p are 'co-articulated stops,' pronounced with simultaneous closure at the lips (as for English big or pig), and at the soft palate (as for English gave, cave). The two closures are released simultaneously, without any aspiration (puff of breath). The two sounds are identical except that gb is voiced, while p is voiceless. (Sounds like Yoruba p are spelled kp in most other languages where they are found).

An approximation to this type of stop sound may be made by pronouncing the English phrase big boy, and then trying to divide it after the first vowel: bi-gboy. In learning the sounds properly, however, there is no substitute for many short periods of work with a speaker of Yoruba who can both provide an authentic model for imitation, and also tell the student immediately whether his attempt at mimicry is accurate. The exercises which follow this section may prove useful as guides in this kind of practice.

In pronouncing the syllables pe, gbe, po, gbo, it is important not to make the vowels too tense, or to spread the lips in the production of e after p and gb.

b vs. gb

| | | | | | |
|---|---|---|---|---|---|
| a. | ọ̄bà (name of a river) | | ọ̄gbà | 'garden, yard' | |
| | ọ̄bà | | ọ̄gbà | | D |
| | ọ̄bà | | ọ̄bà | | S |
| | ọ̄gbà | | ọ̄bà | | D |
| | ọ̄gbà | | ọ̄gbà | | S |

| | | | | | |
|---|---|---|---|---|---|
| b. | àgbọ̀n | 'chin' | àbọ̀n | (type of tree) | |
| | àgbọ̀n | | àbọ̄̀n | | D |
| | àgbọ̀n | | àgbọ̀n | | S |
| | àbọ̀n | | àgbọ̀n | | D |
| | àbọ̄̀n | | àbọ̀n | | S |

| | | | | |
|---|---|---|---|---|
| c. | gbà | 'to get' | āgbádá | 'man's outer garment' |
| | gbó | 'old' | bẹ́ẹ̀nī | 'yes' |
| | bàtà | 'shoe' | ìbọ̄n | 'gun' |
| | báwo̍ | 'how?' | gbígbó | 'old' |
| | īgbá | 'calabash' | ààbọ̀ | 'half' |
| | ọ̄bā | 'king' | àgbọ̄n | 'coconut' |
| | báyǐ | 'now' | ẹ̀gbọ̌n | 'older sibling' |
| | òbǐ | 'parent' | ọ̀bẹ̄ | 'knife' |
| | ìgbà | 'time' | ìbùsùn | 'bed' |
| | ēbī | 'hunger' | gbé | 'take' |

d. Sound sequences for practice with a live tutor.

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| gbi | gbin | gbu | gbun | igbi | igbin | ugbu | ugbun |
| gbe | | gbo | | egbe | | ogbo | |
| gbẹ | | gbọ | gbọn | ẹgbẹ | | ọgbọ | ọgbọn |
| | gba | | | | | agba | |

gb vs. p

a. Īgbá 'calabash' Īpá 'epilepsy'

| | | |
|---|---|---|
| Īgbá | Īpá | D |
| Īgbá | Īgbá | S |
| Īpá | Īgbá | D |
| Īpá | Īpá | S |

b. ìpè 'call' ìgbè 'illegal punishment'

| | | |
|---|---|---|
| ìpè | ìgbè | D |
| ìpè | ìpè | S |
| ìgbè | ìpè | D |
| ìgbè | ìgbè | S |

c.

| | | | |
|---|---|---|---|
| pápá | 'field' | gbádûn | 'interesting |
| gbígbó | 'old' | pọ̀ | 'cheap' |
| ọ̀pǎ | 'walking stick' | lágbájá | 'so-and-so' |
| ẹ̀gbọ̌n | 'older sibling' | pẹ̀lǔ | 'with' |
| ādúpé | 'thank you' | dùgbẹ̀ | (name of a street) |
| ẹ̀pẹ̌ | Ẹ̀pẹ́ (a city) | òpǒpó | 'street' |

| | | | |
|---|---|---|---|
| ẹ̀gbădô | 'Ẹ̀gbádô (a city) | ṣùgbọ̆n | 'but' |
| pā | 'kill' | gbàgbĕ | 'forget' |
| ẹ̄gbẹ́ | 'companion' | pọ̀jù | 'be abundant' |
| àpŏtí | 'box' | pārí | 'finish' |

d.

| | |
|---|---|
| ābọ́ | 'metal bowl' |
| āgbọ́ | 'we heard' |
| āpọ́ | 'we squeezed' |
| ọ̄bā | 'king' |
| ọ̄gbā | 'equal' |
| ọ̄pā | 'wrath' |
| àbọ̀n | (type of tree) |
| àgbọ̀n | 'chin' |
| àpọ̀n | (type of fruit) |

e. Sound sequences for practice with a live tutor

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| pi | pin | pu | pun | ipi | ipin | upu | upun |
| pe | | po | | epe | | opo | |
| pẹ | | pọ | pọn | ẹpẹ | | ọpọ | ọpọn |
| | pa | | | | | apa | |

## The Tones of Yoruba

In transcribing the pitch phenomena of Yoruba for beginning foreign students of the language, it is expedient to write in terms of six tones: four level ones, and two glides. This is true even though for those to whom Yoruba is the mother tongue, or for advanced non-Yoruba students, a three-way distinction among high, mid and low is sufficient for all practical purposes.

The tone marks have the following values:

| Symbol | Value | Examples | |
|---|---|---|---|
| á | High level pitch | fẹ́ | 'to want' |
| | | sílé | 'to the house' |
| | | ṣīṣé | 'to work' |
| ā | Mid level pitch | lọ̄ | 'go' |
| | | níṣū | 'with reference to yam' |
| | | ọ̄mọ̄ | 'child' |
| a̍ | 'Second' tone: level pitch slightly lower than mid level would be in the same tonal environments. | láti̍ | 'from, by, etc. |
| | | ōmō ka̍n | 'one child' |
| | | (some dialects only) | |
| | | mẹ́ta̍ | '3' |
| à | Low level pitch | rà | 'buy' |
| | | ẹ̄yìn | 'palm nuts' |
| | | ní fī̽là | 'with ref. to a hat' |
| | | (some dialects only) | |
| ǎ | Rising pitch. (1) After ´ or ˇ, | sílǔ | 'to the town' |
| | | má wǎ | 'don't come' |

| | | | |
|---|---|---|---|
| | the rise starts at lowest level and rises part of the way toward the highest. | ṣílê mărŭn | '5 shillings' |
| | (2) After other tones, the rise starts approximately at the middle level and rises to the highest. | ọ̄mọ̄ yĭ<br>(some dialects only) | 'this child' |
| | | ìlŭ | 'town' |

In general, the beginning and ending points of the glide vary somewhat with the tonal environment and with the style and tempo of speech.

| | | | |
|---|---|---|---|
| â | Falling pitch. As with the rising glide, beginning and ending points vary somewhat according to the tonal environment and with the style and tempo of speech. Falling pitch is found almost exclusively after ´ or ˇ. | lọ́jâ | 'to the market' |
| | | mẹ́fâ | '6' |

The special tone mark * means that for some speakers the syllable has high tone, for others low tone, and for still others falling tone.

The symbol ǀ stands for a high tone at the end of the last syllable that precedes it; this sign is most frequently found after a noun or noun phrase which is the subject of a verb. After ǀ, syllables with basic low tone have falling tone.

## Tonal differences among speakers of Yoruba

Depending on the area from which a speaker comes, certain additional tonal phenomena may be noted. Low tone at the beginning of a word e.g. ẹ̀wù 'garment' ọ̀bẹ̄ 'knife' is pronounced by most with low level pitch, but a falling contour may also be heard from some. A mid tone followed directly by rise or second tone is pronounced by most speakers with mid level pitch, but a fall may be heard here also. Finally, the tone of a word in one part of the Western Region may be different from the tone of the same word somewhere else: the word ri 'to see' has high tone for most speakers, but mid tone for others.

## Vowel length

What is phonetically a single vowel in Yoruba may occur with one of two contrasting degrees of length. If we use the word 'mora' to stand for a unit of vowel length, then a long vowel has two moras, while a short vowel has only one. In the system of transcription used in this course, two-mora vowels are indicated in three different ways:

(1) When the long vowel results from assimilation of a word-final vowel to the word initial vowel that follows it, the extra mora is indicated by a dot followed by the vowel letter: ṣé ō lọ̄   ṣ·́ō lọ̄ 'did you go?'

(2) When the long vowel results from the assimilation of a word-initial vowel to the word-final vowel that precedes it, the extra mora is indicated by a dot following the vowel letter: īlé ìwě   īlé·̀wě 'school'

The same symbolism is used for moras that are not pronounced except following another word:

| | | | |
|---|---|---|---|
| īlé | 'house' | bàbǎ | 'father' |
| īlé·̀mī | 'my house' | īlé▾bàbǎ | 'father's house' |

(3) Otherwise, the two-mora vowels are written with double vowel letters:

| | |
|---|---|
| bẹ́ẹ̀ | 'like that' |
| náà | 'the, that' |
| bọ́ọ̌lù | 'ball' |

It should be noted that as far as pronunciation is concerned, these three manners of writing two-mora vowels are completely equivalent to one another: ṣ·́ō lọ̄, ṣọ́▾ lọ̄ and ṣọ́ō lọ̄ would all be pronounced identically.

Vowels may also occur in sequence with no intervening consonant, but with a syllable boundary between them. The hyphen is used when an explicit symbol is needed for this juncture.

| | |
|---|---|
| ó gọ́▾ | 'he is tired' |
| ó gọ́-ọ̄ | 'you are tired' |

In the system of transcription employed here, the space between words has no phonetic value. It is inserted to set off units that have been established on other than phonological grounds, and serves incidentally the orthographic function of distinguishing the sequence (nasal vowel, oral vowel) from the sequence (oral vowel, n, vowel):

| | | | |
|---|---|---|---|
| àwọ̄n òbǐ·̀mī | 'my parents' | āwọ̄ náà | 'the leather' |

## 'Condensation'

Most frequently, each unit of vowel length in Yoruba carries one and only one of the six tones, and the tone on the second mora is either low, mid, or high. It sometimes happens, however, that a tonal sequence that ordinarily occupies two moras is pronounced with the length of only one. Because in such cases the two-mora pronunciation is usually optional, the name 'condensation' has be been applied to this phenomenon. 'Condensed' forms are not ordinarily indicated in this course, but they may be represented graphically by writing the latter of the two tones over a blank space:

| | | |
|---|---|---|
| Uncondensed: | ẹ̄ gbéˇ lọ̄ sílé | 'take him, go home' |
| Condensed: | ẹ̄ gbé¯ lọ̄ sílé | ' " " " " ' |

The vowel represented by gbéˇ consists of two moras, while the vowel represented by gbé¯ consists of only one.

## Tone Drills

Tone is a difficult but indispensable part of the Yoruba language. It is used not only as a means of differentiating among the members of countless sets of otherwise identical words, but also as an important grammatical signalling device. Anyone who wants to understand Yoruba easily or speak it intelligibly must use tone with at least reasonable accuracy.

For this reason, three series of tone drills have been placed at the beginning of this course. Their length may seem formidable to the beginning student, but it is recommended that from 25 to 50 hours out of the first 100-150 hours of study be devoted to them. Later, the student will find that almost all of the words and phrases which he has practiced under the guise of tone drills will reappear in the regular numbered units of the course, and the tonal difficulties in the dialogues and exercises of those units will be greatly reduced if they have first been tackled systematically.

Series 1. Tone contrasts on one-mora vowels.

If a tape recorder is available, it is suggested that the student listen to each drill a few times before using it with a live instructor. At this stage, he should attempt to give the English responses only.

With a Yoruba-speaking instructor, the drills should be used first for listening practice, then for direct mimicry after the instructor, and finally as a script from which the student reads aloud to the instructor.

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## Yoruba Phonological Drills

### 1. Low Rise vs. Low Low.

| | | | | | |
|---|---|---|---|---|---|
| a. | ìgbǎ | 'locust tree'; | ìgbà | 'time' | |
| | ìgbǎ | | ìgbà | | D |
| | ìgbǎ | | ìgbǎ | | S |
| | ìgbà | | ìgbǎ | | D |
| | ìgbà | | ìgbà | | S |

| | | | | | |
|---|---|---|---|---|---|
| b. | òjǒ | 'Ojo' (proper name) | òjò | 'rain' | |
| | òjǒ | | òjò | | D |
| | òjǒ | | òjǒ | | S |
| | òjò | | òjǒ | | D |
| | òjò | | òjò | | S |

| | | | | | |
|---|---|---|---|---|---|
| c. | ìlù | 'drum' | ìwě | 'book' | D |
| | ẹ̀wù | 'shirt' | ìlù | 'drum' | S |
| | kẹ̀kẹ̌ | 'bicycle' | bàtà | 'shoe(s)' | D |
| | kẹ̀kẹ̌ | | ìwě | | S |
| | ọ̀pǎ | 'walking stick' | wàrà | 'milk' | D |
| | fìlà | 'hat' | ọ̀pǎ | | D |
| | ìdè | 'fetter' | ìwě | | D |
| | ìdè | | fìlà | | S |
| | ìwě | | ìdè | | D |
| | òwǔ | 'cotton' | ìlù | 'drum' | D |

d. Reply by naming the tones of each word, either LOW RISE or LOW LOW.

| | | |
|---|---|---|
| ìlù | 'drum' | Low Low |
| ẹ̀wù | | Low Low |
| ìwě | | Low Rise |
| òjò | 'rain' | Low Low |
| ìgbǎ | 'locust tree' | Low Rise |
| kẹ̀kẹ̌ | | Low Rise |
| fìlà | | Low Low |
| ọ̀pǎ | | Low Rise |
| bàtà | | Low Low |
| òwǔ | 'cotton' | Low Rise |

2. High Fall vs. High High

Reply SAME or DIFFERENT.

a. kókó 'knot, lump'; kókô 'type of yam'

| | | |
|---|---|---|
| kókô | kókó | D |
| kókô | kókô | S |
| kókó | kókô | D |
| kókó | kókó | S |

b. ó wá 'he came'; ó wâ 'he exists'

| | | |
|---|---|---|
| ó wá | ó wâ | D |
| ó wá | ó wá | S |

| | | |
|---|---|---|
| ó wâ | ó wá | D |
| ó wâ | ó wâ | S |

| | | | | | |
|---|---|---|---|---|---|
| c. | ó râ 'he bought' | | wọ́n râ | 'they bought' | S |
| | ó râ | | ó tâ | 'he sold' | S |
| | ó tâ | | ó rí | 'he saw' | D |
| | wọ́n râ | 'they' | ó rîn | 'he walked' | S |
| | kókô | 'type yam' | ó fẹ́ | 'he wants' | D |
| | pápá | 'field' | púpộ | 'much' | D |
| | pápá | | wọ́n râ | | D |
| | ó tâ | | kókó | 'knot' | D |
| | wọ́n fẹ́ | 'they want' | púpộ | | D |
| | púpộ | | kókô | 'type yam' | S |

d. Reply HIGH FALL or HIGH HIGH

| | | | | | |
|---|---|---|---|---|---|
| pápá | | High High | ó kû | 'it remains' | High Fall |
| ó tâ | | High Fall | wọ́n râ | | High Fall |
| kókô | | High Fall | wọ́n fẹ́ | | High High |
| kókó | | High High | púpộ | | High Fall |
| ó kú | 'he died' | High High | ó rí | 'he saw' | High High |

3. Low Rise vs. High Fall

Reply SAME or DIFFERENT

a. kòkǒ 'cocoa'; kókô 'type of yam'

kókô kòkǒ D

| | | |
|---|---|---|
| kókô | kókô | S |
| kòkǒ | kókô | D |
| kòkǒ | kòkǒ | S |

b. òdǔ 'kind of pot herb' ó dû 'he competed'

| | | |
|---|---|---|
| òdǔ | ó dû | D |
| òdǔ | òdǔ | S |
| ó dû | òdǔ | D |
| ó dû | ó dû | S |

c.

| | | | | |
|---|---|---|---|---|
| ìwě | | kókô | 'type yam' | D |
| kòkǒ | 'cocoa' | kẹ̀kẹ̌ | | S |
| ó tâ | | ìlǔ | 'city' | D |
| ó tâ | | kókô | 'type yam' | S |
| òwǔ | | ọ̀pǎ | | S |
| ìgbǎ | 'locust tree' | púpộ | | D |
| púpộ | | kòkǒ | | D |
| púpộ | | ìwě | | D |
| ìwě | | ó rîn | | D |
| kókô | 'type yam' | púpộ | | S |

d. Reply HIGH FALL or LOW RISE

| | | | | |
|---|---|---|---|---|
| ìwě | Low Rise | ìlǔ | 'city' | Low Rise |
| púpộ | High Fall | kẹ̀kẹ̌ | | Low Rise |

| | | | | |
|---|---|---|---|---|
| ìgbǎ | 'locust tree' | Low Rise | wọ́n râ | High Fall |
| òwǔ | | Low Rise | ó tâ | High Fall |
| kókô | 'type yam' | High Fall | wọ́n gbâ | High Fall |

4. High High vs. Mid High

Reply SAME or DIFFERENT

a. ó wá 'he came'; ō wá 'you came'

| | | |
|---|---|---|
| ó wá | ō wá | D |
| ó wá | ó wá | S |
| ō wá | ó wá | D |
| ō wá | ō wá | S |

b. ō fẹ́ 'you want'; ó fẹ́ 'he wants'

| | | |
|---|---|---|
| ō fẹ́ | ó fẹ́ | D |
| ō fẹ́ | ō fẹ́ | S |
| ó fẹ́ | ō fẹ́ | D |
| ó fẹ́ | ó fẹ́ | S |

c.

| | | | | |
|---|---|---|---|---|
| ō fẹ́ | 'you want' | kókó | 'knot' | D |
| ó wá | 'he came' | Īlá | 'okro' | D |
| ō wá | 'you came' | pápá | | D |
| ó fẹ́ | 'he wants' | pápá | | S |
| ō fẹ́ | 'you want' | ọ̄kọ́ | 'spade' | S |
| kókó | | ó wá | 'he came | S |
| pápá | | ō wá | 'you came' | D |

| | | | | |
|---|---|---|---|---|
| ọ̄kọ́ | 'spade' | pápá | 'field' | D |
| īlá | | ó fẹ́ | 'he wanted' | D |
| ọ̄kọ́ | | ó kú | 'he died' | D |

d. Reply MID HIGH or HIGH HIGH

| | | | |
|---|---|---|---|
| ọ̄kọ́ | 'spade' | Mid High | ọkọ |
| pápá | | High High | papa |
| ó wá | 'he came' | High High | o wa |
| īlá | | Mid High | ila |
| kókó | 'knot' | High High | koko |
| ō fẹ́ | 'you want' | Mid High | o fẹ |
| ó fẹ́ | 'he wants' | High High | o fẹ |
| ó wá | 'he came' | High High | o wa |
| ō wá | 'you came' | Mid High | o wa |
| īgbá | 'calabash' | Mid High | igba |

e. Reply MID HIGH or HIGH HIGH with respect to the first two syllables.

| | | |
|---|---|---|
| ō fówó | 'you want money' | Mid High |
| ó fówó | 'he wants money' | High High |
| ā fówó | 'we want money' | Mid High |
| īlé ńkọ́ | 'how are they at home?' | Mid High |
| kíló dé | 'what happened' | High High |

f. Reply MID HIGH or HIGH HIGH with respect to the last two syllables.

| | | |
|---|---|---|
| kílō fẹ́ | 'what do you want?' | Mid High |
| kíló fẹ́ | 'what does he want?' | High High |
| mō rọ̄kọ́ | 'I bought a spade' | Mid High |
| ā rāgbá | 'we bought a calabash' | Mid High |
| āmẹ́ríkâ nīwá | 'we are Americans' | Mid High |

g. The words and phrases from (d) are repeated in reverse order. This time, the tape does not tell the names of the tones. Cover all of (d) except the right hand column. Fill in the tone marks as you listen to the tape. Then check yourself by uncovering the left hand column.

5. High Mid vs. Mid Mid

| | | | | | |
|---|---|---|---|---|---|
| a. | ó lọ̄ | 'he went'; | ō lọ̄ | 'you went' | |
| | ó lọ̄ | | ō lọ̄ | D | |
| | ó lọ̄ | | ó lọ̄ | S | |
| | ō lọ̄ | | ó lọ̄ | D | |
| | ō lọ̄ | | ō lọ̄ | S | |

| | | | | | |
|---|---|---|---|---|---|
| b. | ō gā | 'you are tall'; | ó gā | 'he is tall' | |
| | ō gā | | ó gā | D | |
| | ō gā | | ō gā | S | |
| | ó gā | | ō gā | D | |
| | ó gā | | ó gā | S | |

| | | | | | |
|---|---|---|---|---|---|
| c. | ẹ̄yīn | 'egg' | ó lọ̄ | 'he went' | D |
| | dárā | 'is good' | ó lọ̄ | 'he went' | S |
| | ẹ̄jā | 'fish' | dárā | | D |

| | | | | |
|---|---|---|---|---|
| ẹ̄jā | | ẹ̄yīn | | S |
| īṣū | 'yam' | ō lọ̄ | 'you went' | S |
| dárā | | īṣū | | D |
| tóbī | 'is big' | ẹ̄yīn | 'egg' | D |
| ẹ̄jā | | tóbī | | D |
| dárā | | tóbī | | S |
| tóbī | | ó lọ̄ | 'he went' | S |

d. Reply MID MID or HIGH MID

| | | | |
|---|---|---|---|
| ẹ̄yīn | 'egg' | Mid Mid | ẹyin |
| ẹ̄jā | | Mid Mid | ẹja |
| tóbī | | High Mid | tobi |
| īṣū | | Mid Mid | iṣu |
| ó lọ̄ | 'he went' | High Mid | o lọ |
| dárā | | High Mid | dara |
| ō lọ̄ | 'you went' | Mid Mid | o lọ |
| kárā | | High Mid | kara |
| dárā | | High Mid | dara |
| ō lọ̄ | 'you went' | Mid Mid | o lọ |

e. Reply MID MID or HIGH MID with respect to the first two syllables.

| | | |
|---|---|---|
| kílō·̄fẹ́ | 'what do you want?' | High Mid |
| mō rọ̄kọ́ | 'I bought a spade' | Mid Mid |
| ó rọ̄kọ́ | 'he bought a spade' | High Mid |
| ō rọ̄kọ́ | 'you bought a spade' | Mid Mid |
| ṣórẹ̄yìn | 'did he buy palm nuts?' | High Mid |

f. Reply MID MID or HIGH MID with respect to the last two syllables.

| | | |
|---|---|---|
| ó rāṣū | 'he bought yam' | Mid Mid |
| ó ríṣū | 'he obtained yam' | High Mid |

| | | |
|---|---|---|
| ā ṣē tōlúwā | 'we do God's will' | High Mid |
| ṣé kò sǐyọ̄nū | 'is there no trouble?' | Mid Mid |
| àpǒtí nī | 'it is a box' | High Mid |

g. Now go back and fill in the tones in the right hand column of (d).

6. Mid Mid vs. Low Mid (1)

| | | | | |
|---|---|---|---|---|
| a. | ārọ̄ | 'cripple'; | àrọ̄ | 'funnel' |
| | ārọ̄ | | àrọ̄ | D |
| | ārọ̄ | | ārọ̄ | S |
| | àrọ̄ | | ārọ̄ | D |
| | àrọ̄ | | àrọ̄ | S |

| | | | | |
|---|---|---|---|---|
| b. | àwō | 'plate'; | āwō | 'secret' |
| | àwō | | āwō | D |
| | àwō | | àwō | S |
| | āwō | | àwō | D |
| | āwō | | āwō | S |

| | | | | | |
|---|---|---|---|---|---|
| c. | ọ̀bẹ̄ | 'knife' | ẹ̄yīn | 'egg' | D |
| | ēpō | 'oil' | mō lọ̄ | 'I went | S |
| | ọ̀bọ̄ | 'monkey' | ọ̀bẹ̄ | | S |
| | mō lọ̄ | | ọ̀bẹ̄ | | D |
| | ìbọ̄n | 'gun' | ẹ̄jā | 'fish' | D |
| | àwō | 'plate' | ọ̀bọ̄ | | S |
| | ọ̄kọ̄ | 'husband' | ọ̀bọ̄ | | D |

---

(1) What is here called mid tone, when it stands after low tone, is actually a bit lower in pitch than mid tone after mid or high tone. It is in fact at the level of what in later drills will be called 'second tone.'

| | | | |
|---|---|---|---|
| ọ̀bẹ̄ | ēyīn | 'egg' | D |
| mō lọ̄ | ìbọ̄n | | D |
| ēpō | ọ̀bọ̄ | | D |

d. Reply MID MID or LOW MID

| | | | |
|---|---|---|---|
| ọ̀bẹ̄ | 'knife' | Low Mid | ọbẹ |
| ēpō | | Mid Mid | epo |
| ìbọ̄n | | Low Mid | ibọn |
| ẹ̄jā | | Mid Mid | ẹja |
| mō lọ̄ | | Mid Mid | mo lọ |
| ẹ̄yīn | 'egg' | Mid Mid | ẹyin |
| ọ̀bọ̄ | | Low Mid | ọbọ |
| òdē | 'outside' | Low Mid | ode |
| ọ̄kọ̄ | 'husband' | Mid Mid | ọkọ |
| àwō | 'plate' | Low Mid | awo |

e. Reply MID MID or LOW MID with respect to the first two syllables.

| | | |
|---|---|---|
| mō gbā bàtà | 'I got some shoes' | Mid Mid |
| àtī fìlà | 'and a hat' | Low Mid |
| ọ̄mọ̄ ṣùkǔrû nīmí | 'I'm a student' | Mid Mid |
| àtọ̄mọ̄ | 'and a child' | Low Mid |
| lọ̄ yā méjî | 'go tear (off) two' | Mid Mid |

f. Reply MID MID or LOW MID with respect to the last two syllables.

| | | |
|---|---|---|
| bẹ́ẹ̀nī ā lọ̄ | 'yes, we went' | Mid Mid |
| mō gbà kān | 'I got one' | Low Mid |
| mō fàwé̀mī yā | 'I tore my book' | Mid Mid |
| mō ní ọ̀bẹ̄ | 'I have a knife' | Low Mid |

g. Now go back and fill in the tones in the right hand column of (d.)

### 7. High High vs. High Mid.

a. ó mú 'he took'; ó mū 'he drank'

| | | |
|---|---|---|
| ó mú | ó mū | D |
| ó mú | ó mú | S |
| ó mū | ó mú | D |
| ó mū | ó mū | S |

b. dákó 'circumcise'; dákō 'make a farm'

| | | |
|---|---|---|
| dákó | dákō | D |
| dákó | dákó | S |
| dákō | dákó | D |
| dákō | dákō | S |

c.

| | | | | |
|---|---|---|---|---|
| pápá | | ó lọ̄ | | D |
| pápá | | pópó (a name) | | S |
| ó dé | 'he arrived' | ó lọ̄ | | D |
| ó dé | | ó ké | 'he shouted' | S |
| dárā | | ó ké | | D |
| pápá | | tóbī | | D |
| kókó | 'knot' | tóbī | | D |
| dárā | | ó dé | | D |
| pápá | | kókó | | S |
| ó kú | 'he died' | tóbī | | D |

d. Reply HIGH HIGH or HIGH MID

| | | | |
|---|---|---|---|
| dárā | | High Mid | dara |
| pápá | | High High | papa |
| ó dé | | High High | o de |
| ó lọ̄ | | High Mid | o lọ |
| tóbī | | High Mid | tobi |
| kókó | 'knot' | High High | koko |
| wọ́n lọ̄ | 'they went' | High Mid | wọn lọ |
| wọ́n rí | 'they saw' | High High | wọn ri |
| ó fẹ́ | 'he wants' | High High | o fẹ |
| sígī | 'to the tree' | High Mid | sigi |

e. Reply HIGH HIGH or HIGH MID with respect to the first two syllables.

| | | |
|---|---|---|
| kíl·ō fẹ́ | 'what do you want?' | High Mid |
| ṣórẹ̄yìn | 'did he buy palm nuts?' | High Mid |
| ṣórẹ̄yị̄n | 'did he buy eggs?' | High Mid |
| kíló dé | 'what happened?' | High High |
| ó fówó | 'he wants money' | High High |

f. Reply HIGH HIGH or HIGH MID with respect to the last two syllables.

| | | |
|---|---|---|
| kíló fẹ́ | 'what does he want?' | High High |
| ā ṣē tōlúwā | 'we do God's will' | High Mid |
| kò sǐ rárá | 'there is none' | High High |

| | | |
|---|---|---|
| àpŏtí nī | 'it is a box' | High Mid |
| kíl'ōfẹ́'ṣē nílé | 'what do you want to do in the house?' | High High |

g. Now go back and fill in the tones in the right hand column of (d).

8. Mid High vs. Mid Mid

a.

| | | | |
|---|---|---|---|
| ọ̄kọ́ | 'hoe, spade'; | ọ̄kọ̄ | 'husband' |
| ọ̄kọ́ | | ọ̄kọ̄ | D |
| ọ̄kọ́ | | ọ̄kọ́ | S |
| ọ̄kọ̄ | | ọ̄kọ́ | D |
| ọ̄kọ̄ | | ọ̄kọ̄ | S |

b.

| | | | |
|---|---|---|---|
| īgbā | '200'; | īgbá | 'calabash' |
| īgbā | | īgbá | D |
| īgbā | | īgbā | S |
| īgbá | | īgbā | D |
| īgbá | | īgbá | S |

c.

| | | | | |
|---|---|---|---|---|
| ọ̄kọ́ | 'spade' | īṣū | | D |
| ēpō | | īgbá | 'calabash' | D |
| ēpō | | īgbā | '200' | S |
| ẹ̄jā | | īlá | | D |
| ọ̄kọ̄ | | īṣū | | S |
| īgbā | '200' | ọ̄kọ̄ | | S |
| īgbá | 'calabash' | ēpō | | D |

| | | | | |
|---|---|---|---|---|
| ō dé | 'you arrived' | ọ̄kọ̄ | 'husband' | D |
| ā lọ̄ | 'we went' | īlá | | D |
| ọ̄kọ̄ | | mō dé | 'I arrived' | D |

d. Reply MID HIGH or MID MID

| | | | |
|---|---|---|---|
| ọ̄kọ́ | 'spade' | Mid High | ọkọ |
| ọ̄kọ̄ | 'husband' | Mid Mid | ọkọ |
| īgbā | '200' | Mid Mid | igba |
| īgbá | 'calabash' | Mid High | igba |
| ẹ̄jā | | Mid Mid | ẹja |
| īlá | | Mid High | ila |
| ō dé | 'you arrived' | Mid High | o de |
| ō lọ̄ | 'you went' | Mid Mid | o lọ |
| ọ̄mọ̄ | 'child' | Mid Mid | ọmọ |
| ōdó | 'mortar' | Mid High | odo |

e. Reply MID HIGH or MID MID with respect to the first two syllables.

| | | |
|---|---|---|
| ā fówó | 'we want money' | Mid High |
| īlé ńkọ́ | 'how are they at home?' | Mid High |
| ọ̄mọ̄ ṣùkǔrû nīmí | 'I'm a student' | Mid Mid |
| tāló dà·́ nû | 'who threw it out?' | Mid High |
| mō mū kọ̄fí | 'I drank coffee' | Mid Mid |
| mō mú tọ̄fí | 'I took toffee' | Mid High |

f. Reply MID HIGH or MID MID with respect to the last two syllables.

| | | |
|---|---|---|
| ó rāṣū | 'he bought yam' | Mid Mid |
| kíl˭ō fẹ́ | 'what do you want?' | Mid High |
| ìwě tītūn nī | 'it is a new book' | Mid Mid |
| kíló dé t·ō rōjú | 'why are you sad?'<br>'why do you look morose?' | Mid High |
| kílō˭jẹ̄ | 'what did you eat?' | Mid Mid |

g. Now go back and fill in the tones in the right hand column of (d).

9. Mid Mid vs. Mid Low

a. ọ̄kọ̄ 'husband', ọ̄kọ̀ 'conveyance'

| | | |
|---|---|---|
| ọ̄kọ̄ | ọ̄kọ̀ | D |
| ọ̄kọ̄ | ọ̄kọ̄ | S |
| ọ̄kọ̀ | ọ̄kọ̄ | D |
| ọ̄kọ̀ | ọ̄kọ̀ | S |

b. ẹ̄yìn 'palm nuts', ẹ̄yīn 'egg'

| | | |
|---|---|---|
| ẹ̄yìn | ẹ̄yīn | D |
| ẹ̄yìn | ẹ̄yìn | S |
| ẹ̄yīn | ẹ̄yìn | D |
| ẹ̄yīn | ẹ̄yīn | S |

c.

| | | | | |
|---|---|---|---|---|
| ẹ̄yìn | 'palm nuts' | ọ̄bẹ̀ | 'soup' | S |
| īyọ̀ | | īṣū | | D |
| īṣū | | īyọ̀ | | D |
| āwò | 'spectacles' | ọ̄bẹ̀ | 'soup' | S |
| ēpō | | ẹ̄yìn | 'palm nuts' | D |
| īgbā | '200' | ọ̄kọ̀ | 'conveyance' | D |
| ọ̄kọ̀ | 'conveyance' | ẹ̄yìn | 'palm nuts' | S |
| ẹ̄yīn | 'egg' | mō tà | 'I sold' | D |
| ā lọ̄ | 'we went' | īyọ̀ | | D |
| ēpō | | ọ̄kọ̄ | 'husband' | S |

d. Reply MID MID or MID LOW

| | | | |
|---|---|---|---|
| ọ̄bẹ̀ | 'soup' | Mid Low | ọbẹ |
| ẹ̄yīn | 'egg' | Mid Mid | ẹyin |
| ọ̄kọ̄ | 'husband' | Mid Mid | ọkọ |
| ọ̄kọ̀ | 'conveyance' | Mid Low | ọkọ |
| ēpō | | Mid Mid | epo |
| īgbā | '200' | Mid Mid | igba |
| īyọ̀ | | Mid Low | iyọ |
| mō lọ̄ | 'I went' | Mid Mid | mo lọ |
| mō tà | 'I sold' | Mid Low | mo ta |
| ẹ̄yìn | 'palm nuts' | Mid Low | ẹyin |

e. Reply MID MID or MID LOW with respect to the first two syllables.

| | | |
|---|---|---|
| lọ̄ yā méjî | 'go tear (off) two' | Mid Mid |
| mō fàwě`mī yā | 'I tore my book' | Mid Low |
| mō fī sī dárādárā | 'I put in enough' | Mid Mid |
| ā gbà kān | 'we got one' | Mid Low |
| mō jàmàlà | 'I ate amala' | Mid Low |

f. Reply MID MID or MID LOW with respect to the last two syllables.

| | | |
|---|---|---|
| ó mẹ̄mū | 'he drank palm wine' | Mid Mid |
| ṣórẹ̄yìn | 'did he buy palm nuts?' | Mid Low |
| ṣ'́ō rẹ̄yīn | 'did you buy eggs?' | Mid Mid |
| bẹ́ẹ̀nī ā tà | 'yes, we sold' | Mid Low |
| ó jẹ̄ṣū | 'he ate yam' | Mid Mid |

g. Now go back and fill in the tones in the right hand column of (d).

10. Low Mid vs. Low Low

a. ìlū 'awl' ìlù 'drum'

| | | |
|---|---|---|
| ìlū | ìlù | D |
| ìlū | ìlū | S |
| ìlù | ìlū | D |
| ìlù | ìlù | S |

b. àwọ̀n 'net'; àwọ̄n 'they'

| | | |
|---|---|---|
| àwọ̀n | àwọ̄n | D |
| àwọ̀n | àwọ̀n | S |
| àwọ̄n | àwọ̀n | D |
| àwọ̄n | àwọ̄n | S |

c.

| | | | | |
|---|---|---|---|---|
| ìlù | 'drum' | ọ̀bẹ̄ | 'knife' | D |
| ọ̀bọ̄ | 'monkey' | àwọ̄n | 'they' | S |
| ìbọ̄n | 'gun' | àwọ̄n | 'they' | S |
| àwọ̀n | 'net' | ìbọ̄n | 'gun' | D |
| ẹ̀wù | | ìlū | 'awl' | D |
| bàtà | | àwọ̀n | 'net' | S |
| ọ̀bọ̄ | | òjò | 'rain' | D |
| ìbọ̄n | | fìlà | | D |
| ìgbà | 'time' | ọ̀bẹ̄ | 'knife' | D |
| ẹ̀wù | | àwọ̀n | 'net' | S |

d. Reply LOW MID or LOW LOW

| | | | |
|---|---|---|---|
| ìlù | 'drum' | Low Low | ilu |
| bàtà | | Low Low | bata |
| ẹ̀wù | | Low Low | ẹwu |
| àwọ̄n | 'they' | Low Mid | awọn |
| òjò | 'rain' | Low Low | ojo |
| ọ̀bọ̄ | | Low Mid | ọbọ |
| fìlà | | Low Low | fila |
| àwọ̀n | 'net' | Low Low | awọn |

| | | | |
|---|---|---|---|
| ìlū | 'awl' | Low Mid | ilu |
| ìbọ̄n | | Low Mid | ibọn |

e. Reply LOW MID or LOW LOW witn respect to the first two syllables.

| | | |
|---|---|---|
| àtī sòkòtò | 'and trousers' | Low Mid |
| kò jẹ̄-ūn lánǎ | 'he didn't eat yesterday' | Low Mid |
| àwọ̀n nī | 'it is a net' | Low Low |
| fìlà mějî | 'two hats' | Low Low |
| ìbōmī | 'vessel for getting water' | Low Mid |

f. Reply LOW MID or LOW LOW with respect to the last two syllables.

| | | |
|---|---|---|
| ṣ́ō fī wàrà sí? | 'did you put milk?' | Low Mid |
| mō rā fìlà | 'I bought a hat' | Low Low |
| mō gbà kān | 'I got one' | Low Mid |
| ā ràwọ̀n | 'we bought a net' | Low Low |
| ā jẹ̀kọ̄ | 'we ate coll porridge' | Low Mid |

g. Now go back and fill in the tones in the right hand column of (d).

11. Mid High vs. Low Rise

a. ọ̄rẹ́ 'whip'; ọ̀rẹ̌ 'friend'

| | | |
|---|---|---|
| ọ̄rẹ́ | ọ̀rẹ̌ | D |
| ọ̄rẹ́ | ọ̄rẹ́ | S |

| | | |
|---|---|---|
| ọ̀rẹ̌ | ọ̄rẹ́ | D |
| ọ̀rẹ̌ | ọ̀rẹ̌ | S |

b. ìbǔ 'breadth'; ībú 'large expanse of water'

| | | |
|---|---|---|
| ìbǔ | ībú | D |
| ìbǔ | ìbǔ | S |
| ībú | ìbǔ | D |
| ībú | ībú | S |

c.

| | | | | |
|---|---|---|---|---|
| ọ̄rẹ́ | 'whip' | ìwě | | D |
| ọ̀rẹ̌ | 'friend' | ìwě | | S |
| ìgbǎ | 'locust tree' | īlá | | D |
| mō fẹ́ | 'I want' | ọ̀pǎ | | D |
| kẹ̀kẹ̌ | | kōfí | 'coffee' | D |
| īyán | 'pounded yam' | ọ̀pǎ | | D |
| ōwó | 'money' | ọ̀pǎ | | D |
| ọ̀rẹ̌ | 'friend' | ōwó | | D |
| ẹ̄gbẹ́ | 'companion' | ọ̀rẹ̌ | 'friend' | D |
| pẹ̀lǔ | 'with' | ìwě | | S |

d. Reply MID HIGH or LOW RISE

| | | | |
|---|---|---|---|
| ọ̄rẹ́ | 'whip' | Mid High | ọrẹ |
| ọ̀rẹ̌ | 'friend' | Low Rise | ọrẹ |
| ōwó | | Mid High | owo |
| īlá | | Mid High | ila |
| ìwě | | Low Rise | iwe |

| | | | |
|---|---|---|---|
| ẹ̄gbẹ́ | | Mid High | ẹgbẹ |
| īyán | 'pounded yam' | Mid High | iyan |
| kẹ̀kẹ̌ | | Low Rise | kẹkẹ |
| kọ̄fí | | Mid High | kọfi |
| ọ̀pǎ | | Low Rise | ọpa |

e. Reply MID HIGH or LOW RISE with respect to the first two syllables.

| | | |
|---|---|---|
| kò sǐ rárá | 'there is nothing at all' | Low Rise |
| ọ̄rẹ́ ̀mī | 'my whip' | Mid High |
| tālọ́ dà´ nûn | 'who threw it down?' | Mid High |
| èlǒ lō rà | 'how much did you pay for it?' | Low Rise |
| mō fẹ́ so̽kòtò | 'I want trousers' | Mid High |

f. Reply MID HIGH or LOW RISE with respect to the last two syllables.

| | | |
|---|---|---|
| kíl'ō fẹ́ | 'what do you want?' | Mid High |
| mō ràwě | 'I bought a book' | Low Rise |
| kẹ́rû'wọ̄n wọ̄lé | 'bring in their loads' | Mid High |
| mō ńlọ̄ èkǒ | 'I'm going to Lagos' | Low Rise |
| mō ń ṣīṣẹ́ | 'I'm doing work' | Mid High |

g. Now go back and fill in the tones in the right hand column of (d).

## 12. High Fall vs. Mid Low

a. ōrò 'idol'; ó rô 'he stirred'

| | | |
|---|---|---|
| ōrò | ó rô | D |
| ōrò | ōrò | S |
| ó rô | ōrò | D |
| ó rô | ó rô | S |

b. dálệ 'travelled'; dālẹ̀ 'broke oath'

| | | |
|---|---|---|
| dálệ | dālẹ̀ | D |
| dálệ | dálệ | S |
| dālẹ̀ | dálệ | D |
| dālẹ̀ | dālẹ̀ | S |

c.

| | | | | |
|---|---|---|---|---|
| ó gbâ | 'he got' | ōgbà | 'you got' | D |
| ō rìn | 'you walked' | wọ́n rîn | | D |
| ẹ̄yìn | 'palm nuts' | īyọ̀ | | S |
| kókô | 'type of yam | ó tâ | 'he sold' | S |
| ọ̄kọ̀ | 'car' | kókô | 'type of yam' | D |
| īlẹ̀ | 'floor' | ọ̄kọ̀ | 'conveyance' | S |
| ó gbâ | 'he got' | ọ̄bẹ̀ | 'soup' | D |
| gígûn | 'long' | kókô | 'type of yam' | S |
| ọ̄kọ̀ | 'car' | gígûn | | D |
| īlẹ̀ | 'floor' | gígûn | | D |

d. Reply HIGH FALL or MID LOW

| | | | |
|---|---|---|---|
| gígûn | | High Fall | gigun |
| īlẹ̀ | 'floor' | Mid Low | ilẹ |

| | | | |
|---|---|---|---|
| kókô | 'type yam' | High Fall | koko |
| ọ̄bẹ̀ | 'soup' | Mid Low | ọbẹ |
| wọ́n rîn | 'they walked' | High Fall | wọn rin |
| ẹ̄yìn | 'palm nuts' | Mid Low | ẹyin |
| ō rìn | 'you walked' | Mid Low | o rin |
| púpộ | 'much' | High Fall | pupọ |
| ó tâ | 'he sold' | High Fall | o ta |
| ó wâ | 'he is all right' | High Fall | o wa |

e. Reply HIGH FALL or MID LOW with respect to the first two syllables.

| | | |
|---|---|---|
| ō rà kān lánǎ | 'you bought one yesterday' | Mid Low |
| ó mâ tǒjọ́ mẹ́tá | 'I haven't seen you for some time' | High Fall |
| nígbâ wō | 'when?' | High Fall |
| mō fàwěˋmī yā | 'I tore my book' | Mid Low |
| ṣílê mǎrǔn | 'five shillings' | High Fall |

f. Reply HIGH FALL or MID LOW with respect to the last two syllables.

| | | |
|---|---|---|
| bẹ́ẹ̀nī ā tà | 'yes, we sold' | Mid Low |
| ọ̀bẹ̄ gígûn | 'a long knife' | High Low |
| ṣˊō rẹ̄yìn | 'did you buy palm nuts?' | Mid Low |
| mō lọ̄ sọ́jâ | 'I went to the market' | High Fall |
| mō rāwò | 'I bought spectacles' | Mid Low |

g. Now go back and fill in the tones in the right hand column of (d).

## 13. Mid Low vs. Low Low.

a. ọ̄wọ̀ 'broom' ọ̀wọ̀ 'Ọwọ' (name of town)

| | | |
|---|---|---|
| ọ̄wọ̀ | ọ̀wọ̀ | D |
| ọ̄wọ̀ | ọ̄wọ̀ | S |
| ọ̀wọ̀ | ọ̄wọ̀ | D |
| ọ̀wọ̀ | ọ̀wọ̀ | S |

b. ọ̀kọ̀ 'spear'; ọ̄kọ̀ 'conveyance'

| | | |
|---|---|---|
| ọ̀kọ̀ | ọ̄kọ̀ | D |
| ọ̀kọ̀ | ọ̀kọ̀ | S |
| ọ̄kọ̀ | ọ̀kọ̀ | D |
| ọ̄kọ̀ | ọ̄kọ̀ | S |

c.

| | | | | |
|---|---|---|---|---|
| ọ̀kọ̀ | 'spear' | òjò | 'rain' | S |
| ìdè | 'fetter' | ọ̄kọ̀ | 'conveyance' | D |
| īlẹ̀ | 'floor' | ìlù | 'drum' | D |
| ẹ̄yìn | 'palm nuts' | ẹ̀wù | | D |
| bàtà | | ẹ̀wù | | S |
| ọ̄bẹ̀ | 'soup' | ọ̄wọ̀ | 'broom' | S |
| ọ̄wọ̀ | 'broom' | fìlà | | D |
| ọ̀kọ̀ | 'spear' | īyọ̀ | 'salt' | D |
| ẹ̀wù | | ọ̄kọ̀ | 'conveyance' | D |
| mō tà | 'I sold' | ìlù | 'drum' | D |

d. Reply MID LOW or LOW LOW

| | | | |
|---|---|---|---|
| ọ̀kọ̀ | 'spear' | Low Low | ọkọ |
| ọ̄kọ̀ | 'conveyance' | Mid Low | ọkọ |
| ọ̄bẹ̀ | 'soup' | Mid Low | ọbẹ |
| ẹ̀wù | | Low Low | ẹwu |
| fìlà | | Low Low | fila |
| ìlù | 'drum' | Low Low | ilu |
| ọ̄wọ̀ | 'broom' | Mid Low | ọwọ |
| ẹ̄yìn | 'palm nuts' | Mid Low | ẹyin |
| īyọ̀ | | Mid Low | iyọ |
| ọ̀wọ̀ | 'Ọwọ' | Low Low | ọwọ |

e. Reply MID LOW or LOW LOW with reference to the first two syllables.

| | | |
|---|---|---|
| mō rẹ̀wù | 'I bought a shirt' | Mid Low |
| ẹ̀wù mějî | 'two shirts' | Low Low |
| ọ̄bàkānˇrẹ̀ | 'his half-sibling' | Mid Low |
| n̄ kò mọ̀́ | 'I don't know him' | Mid Low |
| kò kàwě | 'he didn't read' | Low Low |

f. Reply MID LOW or LOW LOW with reference to the last two syllables.

| | | |
|---|---|---|
| ā ràwọ̀n | 'we bought a net' | Low Low |
| bẹ́ẹ̀nī ā tà | 'yes, we sold' | Mid Low |
| ṣ·́ō rẹ̄yìn | 'did you buy palm nuts?' | Mid Low |
| ó fẹ́ so̽kòtò | 'he wants trousers' | Low Low |

àtī ọ̄wọ̀ 'and a broom' Mid Low

g. Now go back and fill in the tones in the right hand column of (d).

14. High Mid vs. High Fall

a. ó tā 'he shot'; ó tâ 'he sold'

| | | |
|---|---|---|
| ó tā | ó tâ | D |
| ó tā | ó tā | S |
| ó tâ | ó tā | D |
| ó tâ | ó tâ | S |

b. kárâ 'for us to buy'; kárā 'deeply'

| | | |
|---|---|---|
| kárâ | kárā | D |
| kárâ | kárâ | S |
| kárā | kárâ | D |
| kárā | kárā | S |

| | | | | | |
|---|---|---|---|---|---|
| c. | kókô | 'type yam' | dárā | | D |
| | kókô | | ṣílê | 'shilling' | S |
| | tóbī | | ó gbâ | 'he got' | D |
| | tóbī | | gígûn | | D |
| | tóbī | | dárā | | S |
| | gbádûn | 'interesting' | ṣílê | | S |
| | ṣílê | | tóbī | | D |
| | ṣílê | | gígûn | | S |
| | ṣílê | | sísî | '6 d' | S |
| | sísî | | dárā | | D |

d. Reply HIGH MID or HIGH FALL

| | | | |
|---|---|---|---|
| dárā | | High Mid | dara |
| gbádûn | | High Fall | gbadun |
| ṣílê | | High Fall | ṣile |
| tóbī | | High Mid | tobi |
| sísî | | High Fall | sisi |
| wọ́n tâ | | High Fall | wọn ta |
| ó lọ̄ | | High Mid | o lọ |
| kókô | | High Fall | koko |
| gígûn | | High Fall | gigun |
| wọ́n sọ̄ | 'they spoke' | High Mid | wọn sọ |

e. Reply HIGH MID or HIGH FALL with respect to the first two syllables.

| | | |
|---|---|---|
| kíl▾ō fẹ́ | 'what do you want?' | High Mid |
| ó râ kān lánǎ | 'he bought one yesterday' | High Fall |
| nígbâ wō | 'when?' | High Fall |
| ó jẹ̄-ūn | 'he ate something' | High Mid |
| ṣílê mǎrǔn | '5 shillings' | High Fall |

f. Reply HIGH MID or HIGH FALL with respect to the last two syllables.

| | | |
|---|---|---|
| wọ́n lọ̄ ṣójâ | 'they went to the market' | High Fall |
| níbō lò ňlọ̄ | 'where are you going?' | High Mid |
| èmī▾ lágbájá nī | 'I'm So-and-so' | High Mid |

| | | |
|---|---|---|
| ṣ ˊẹ̀ bǐnú símī | 'are you (not) angry with me?' | High Mid |
| mō bínú tẹ́lệ | 'I was angry formerly' | High Fall |

g. Now go back and fill in the tones in the right hand column of (d).

15. Low Rise vs. Low Mid

a. ìlǔ 'city'; ìlū 'awl'

| | | |
|---|---|---|
| ìlǔ | ìlū | D |
| ìlǔ | ìlǔ | S |
| ìlū | ìlǔ | D |
| ìlū | ìlū | S |

b. ìwọ̄ 'you'; ìwọ̌ 'umbilical cord'

| | | |
|---|---|---|
| ìwọ̄ | ìwọ̌ | D |
| ìwọ̄ | ìwọ̄ | S |
| ìwọ̌ | ìwọ̄ | D |
| ìwọ̌ | ìwọ̌ | S |

c.

| | | | | |
|---|---|---|---|---|
| àdǎ | 'cutlass' | ìwě | | S |
| ìwě | | ọ̀bẹ̄ | 'knife' | D |
| ọ̀bọ̄ | | ọ̀pǎ | | D |
| bàbǎ | 'father' | ìlū | 'awl' | D |
| ìwọ̄ | 'you' | ọ̀bẹ̄ | 'knife' | S |
| ẹ̀gbọ̌n | 'sibling' | bàbǎ | | S |
| ìyǎ | 'mother' | ìwọ̄ | 'you' | D |

| | | | | |
|---|---|---|---|---|
| ìlǔ | 'city' | bàbǎ | | S |
| ọ̀bọ̄ | 'monkey' | ìyǎ | 'awl' | D |
| ọ̀pǎ | | ìlū | | D |

d. Reply LOW RISE or LOW MID

| | | | |
|---|---|---|---|
| ẹ̀gbọ́n | | Low Rise | ẹgbọn |
| ìwọ̄ | 'you' | Low Mid | iwọ |
| ọ̀pǎ | | Low Rise | ọpa |
| ìlǔ | 'city' | Low Rise | ilu |
| bàbǎ | | Low Rise | baba |
| ìlū | 'awl' | Low Mid | ilu |
| ọ̀bẹ̄ | 'knife' | Low Mid | ọbẹ |
| àdǎ | | Low Rise | ada |
| ìyǎ | | Low Rise | iya |
| ọ̀bọ̄ | 'monkey' | Low Mid | ọbọ |

e. Reply LOW RISE or LOW MID with respect to the first two syllables.

| | | |
|---|---|---|
| àtī sòkòtò | 'and trousers' | Low Mid |
| òjǒ dárā | 'Ojo is good' | Low Rise |
| ìbōmī | 'vessel for getting water' | Low Mid |
| èlǒ lō rà´ | 'how much did you pay for it?' | Low Rise |
| ṣùgbọ̀n mō bínú tẹ́lệ | 'but I was angry before' | Low Rise |

f. Reply LOW RISE or LOW MID with respect to the last two syllables.

| | | |
|---|---|---|
| mō ràwě | 'I bought a book' | Low Rise |
| mō gbà kān | 'I got one' | Low Mid |
| ā jẹ̀kọ̄ | 'we ate cold porridge' | Low Mid |
| ó rā kẹ̀kẹ̌ | 'he bought a bicycle' | Low Rise |
| ó rā bàtà kān | 'he bought one pair of shoes' | Low Mid |

g. Now go back and fill in the tones in the right hand column of (d).

16. Mid High vs. Low Mid

a.

| | | | |
|---|---|---|---|
| ēwé | 'leaf'; | èwē | 'young person' |
| ēwé | | èwē | D |
| ēwé | | ēwé | S |
| èwē | | ēwé | D |
| èwē | | èwē | S |

b.

| | | | |
|---|---|---|---|
| àwō | 'plate'; | āwó | 'guinea fowl' |
| àwō | | āwó | D |
| àwō | | àwō | S |
| āwó | | àwō | D |
| āwó | | āwó | S |

c.

| | | | | |
|---|---|---|---|---|
| īyán | 'pounded yam' | āwó | 'guinea fowl' | S |
| ẹ̀kọ̄ | 'cold porridge' | àwō | 'plate' | S |

| | | | | |
|---|---|---|---|---|
| ēwé | 'leaf' | ọ̄kọ́ | 'hoe' | S |
| ōdó | 'mortar' | ọ̀bẹ̄ | 'knife' | D |
| ìbọ̄n | | īgbá | 'calabash' | D |
| īlá | 'okra' | ō dé | 'you arrived' | S |
| ẹ̄gbẹ́ | 'companion' | ọ̀bẹ̄ | 'knife' | D |
| ṣākí | (name of city) | kọ̄fí | | S |
| ẹ̀bẹ̄ | 'mashed potato' | īgbá | 'calabash' | D |
| ēwé | 'leaf' | àwō | 'plate' | D |

d. Reply MID HIGH or LOW MID

| | | | |
|---|---|---|---|
| īyán | | Mid High | iyan |
| ìbọ̄n | | Low Mid | ibọn |
| ēwé | 'leaf' | Mid High | ewe |
| èwē | 'young person' | Low Mid | ewe |
| àwō | 'plate' | Low Mid | awo |
| āwó | 'guinea fowl' | Mid High | awo |
| kọ̄fí | | Mid High | kọfi |
| ẹ̀kọ̄ | 'cold porridge' | Low Mid | ẹkọ |
| ọ̀bẹ̄ | 'knife' | Low Mid | ọbẹ |
| īlá | 'okra' | Mid High | ila |

e. Reply MID HIGH or LOW MID with respect to the first two syllables.

| | | |
|---|---|---|
| mō fẹ́ so̽kòtò | 'I want trousers' | Mid High |
| àtī sòkòtò | 'and trousers' | Low Mid |

| | | |
|---|---|---|
| ìbōmī | 'vessel for getting water' | Low Mid |
| ìwọ̄▾ tānī | 'who is it?' | Low Mid |
| ọ̄jọ́ ka̍n pẹ̀lǔ | 'one more day' | Mid High |

f. Reply MID HIGH or LOW MID with respect to the last two syllables.

| | | |
|---|---|---|
| mō ńṣīṣẹ́ | 'I'm working | Mid High |
| kílō▾ fẹ́ | 'what do you want?' | Mid High |
| kó ẹ̄rù▾wọ̄n wọ̄lé | 'bring their loads into the house' | Mid High |
| ā rẹ̀kọ̄ | 'we bought cold porridge' | Low Mid |

g. Now go back and fill in the tones in the right hand column of (d).

17. High Mid vs. Mid Low

a. ó sọ̄ 'he spoke'; ō sọ̀ 'you grumbled'

| | | |
|---|---|---|
| ó sọ̄ | ō sọ̀ | D |
| ó sọ̄ | ó sọ̄ | S |
| ō sọ̀ | ó sọ̄ | D |
| ō sọ̀ | ō sọ̀ | S |

b. ō tà 'you sold', ó tā 'he shot'

| | | |
|---|---|---|
| ō tà | ó tā | D |
| ō tà | ō tà | S |
| ó tā | ō tà | D |
| ó tā | ó tā | S |

| | | | | | |
|---|---|---|---|---|---|
| c. | tāyò | 'play ayo' | dárā | | D |
| | ó yā | 'he tore' | ō rìn | 'you walked' | D |
| | ō lù | 'you hit' | ọ̄bẹ̀ | 'soup' | S |
| | ẹ̄yìn | 'palm nuts' | ó lọ̄ | 'he went' | D |
| | símī | 'to me' | tóbī | | S |
| | ó lọ̄ | 'he went' | dárā | | S |
| | ẹ̄yìn | 'palm nuts' | ō rìn | 'you walked' | S |
| | tāyò | | tóbī | | D |
| | ō lù | 'you hit' | ó yā | 'he tore' | D |
| | tóbī | | āwò | 'spectacles' | D |

d. Reply HIGH MID or MID LOW

| | | | |
|---|---|---|---|
| tāyò | | Mid Low | tayo |
| dárā | | High Mid | dara |
| óyā | 'he tore' | High Mid | oya |
| āwò | 'spectacles' | Mid Low | awo |
| ō lù | 'you hit' | Mid Low | o lu |
| tóbī | | High Mid | tobi |
| ō rìn | 'you walked' | Mid Low | o rin |
| ẹ̄yìn | 'palm nuts' | Mid Low | ẹyin |
| ó lọ̄ | 'he went' | High Mid | o lọ |
| símī | 'to me' | High Mid | simi |

e. Reply HIGH MID or MID LOW with respect to the first two syllables.

| | | |
|---|---|---|
| ṣó rēyìn | 'did he buy palm nuts?' | High Mid |
| ọ̄bàkānꜜrẹ̀ | 'his half-sibling' | Mid Low |
| kílōꜜ fẹ́ | 'what do you want?' | High Mid |
| mō rẹ̀wù | 'I bought a shirt' | Mid Low |
| ó dọ̄mọ̄ ọ̄dún méjî | 'he is two years old' | High Mid |

f. Reply HIGH MID or MID LOW with respect to the last two syllables.

| | | |
|---|---|---|
| k'ẹ̄ tó pādà | 'before you return' | Mid Low |
| èmǐ lágbájá nī | 'I am So-and-so' | High Mid |
| ā ṣē tōlúwā | 'we do God's [will]' | High Mid |
| bẹ́ẹ̀nī ātà | 'yes, we sold' | Mid Low |
| àpǒtí nī | 'it is a box' | High Mid |

g. Now go back and fill in the tones in the right hand column of (d).

18. High High vs. Mid Mid

a. ó mú 'he took'; ō mū 'you drank'

| | | |
|---|---|---|
| ó mú | ō mū | D |
| ó mú | ó mú | S |
| ō mū | ó mú | D |
| ō mū | ō mū | S |

c.

| | | | | |
|---|---|---|---|---|
| ọ̄mọ̄ | 'child' | pápá | | D |
| fūnfūn | 'white' | ọ̄mọ̄ | | S |
| dúdú | 'black' | ẹ̄yīn | 'egg' | D |
| fūnfūn | | pápá | | D |
| pūpā | 'red' | pápá | | D |
| īdẹ̄ | 'copper' | pūpā | | S |
| ẹ̄jā | | dúdú | | D |
| dúdú | | pápá | | S |
| tītūn | 'new' | pūpā | | S |
| fūnfūn | | tītūn | | S |

d. Reply HIGH HIGH or MID MID

| | | | |
|---|---|---|---|
| fūnfūn | | Mid Mid | funfun |
| pápá | | High High | papa |
| pūpā | | Mid Mid | pupa |
| ọ̄mọ̄ | | Mid Mid | ọmọ |
| dúdú | | High High | dudu |
| tītūn | | Mid Mid | titun |
| ọ̄bā | 'king' | Mid Mid | ọba |
| dínwó | 'less money' | High High | dinwo |
| ó dé | 'he arrived' | High High | o de |
| ēpō | 'palm oil' | Mid Mid | epo |

e. Reply HIGH HIGH or MID MID with respect to the first two syllables.

| | | |
|---|---|---|
| mō mū tíì | 'I drank tea' | Mid Mid |
| kíló dé | 'what happened?' | High High |
| ā jẹ̄ túwó | 'we ate tuwo' | Mid Mid |
| ṣé dáādáā nī | 'is everything OK?' | High High |
| lọ̄ yā méjî | 'go tear out two' | Mid Mid |

f. Reply HIGH HIGH or MID MID with respect to the last two syllables.

| | | |
|---|---|---|
| ā dúpẹ́ | 'thank you' | High High |
| bẹ́ẹ̀nī ā lọ̄ | 'yes, we went' | Mid Mid |
| sẹ́ kô sǐyọ̄nū | 'is there no trouble?' | Mid Mid |
| kò sǐ rárá | 'there is nothing at all' | High High |
| ēwólẹ́ẹ́ṣé | (a greeting) | High High |

g. Now go back and fill in the tones in the right hand column of (d).

19. Mid Mid vs. Low Low

a. ēpō 'oil'; èpò 'weeds'

| | | |
|---|---|---|
| ēpō | èpò | D |
| ēpō | ēpō | S |
| èpò | ēpō | D |
| èpò | èpò | S |

b. ìwọ̀ 'hook'; īwọ̄ 'poison'

| | | |
|---|---|---|
| ìwọ̀ | īwọ̄ | D |
| ìwọ̀ | ìwọ̀ | S |
| īwọ̄ | ìwọ̀ | D |
| īwọ̄ | īwọ̄ | S |

c.

| | | | | |
|---|---|---|---|---|
| ẹ̄yīn | 'egg' | ìwọ̀ | 'hook' | D |
| ìlù | 'drum' | ẹ̄jā | | D |
| ēpō | 'oil' | ìwọ̀ | 'hook' | D |
| nārā | 'rest' | fìlà | | D |
| āwọ̄ | 'leather sheath' | dòdò | (kind of food) | D |
| ẹ̀wà | (kind of food) | īṣū | | D |
| ẹ̀wù | | ẹ̀wà | | S |
| bàtà | | nārā | | D |
| ìlù | 'drum' | bàtà | | S |
| ẹ̄jā | | nārā | | S |

d. Reply MID MID or LOW LOW

| | | | |
|---|---|---|---|
| ẹ̀wà | | Low Low | ẹwa |
| ẹ̄jā | | Mid Mid | ẹja |
| ēpō | 'oil' | Mid Mid | epo |
| èpò | 'weeds' | Low Low | epo |
| ìwọ̀ | 'hook' | Low Low | iwọ |
| īwọ̄ | 'poison' | Mid Mid | iwọ |
| bàtà | | Low Low | bata |
| dòdò | | Low Low | dodo |

| | | | |
|---|---|---|---|
| ẹ̄yīn | 'egg' | Mid Mid | ẹyin |
| ìlù | 'drum' | Low Low | ilu |

e. Reply MID MID or LOW LOW with respect to the first two syllables.

| | | |
|---|---|---|
| ẹ̀wù pūpā | 'brown shirt' | Low Low |
| bōmī fún wọ̄n | 'give them water' | Mid Mid |
| ìkǒròdǔ | (place name) | Low Low |
| kò mọ̀ pě têmī nī | 'didn't he know that it was mine?' | Low Low |
| lọ̄ yā méjî | 'go tear out two' | Mid Mid |

f. Reply MID MID or LOW LOW with respect to the last two syllables.

| | | |
|---|---|---|
| èwù pūpā | 'brown shirt' | Mid Mid |
| kò mọ̀ pě têmī nī | 'didn't he know that it was mine?' | Mid Mid |
| ṣé kô sǐyọ̍nū | 'is there no trouble?' | Mid Mid |
| ā ràwọ̀n | 'we bought a net' | Low Low |
| ó rā sòkòtò | 'he bought trousers' | Low Low |

g. Now go back and fill in the tones in the right hand column (d).

## 20. REVIEW

a. Reply LM, MH or LR

| | | | | | |
|---|---|---|---|---|---|
| kẹ̀kẹ̌ | | LR | ọ̀bọ̄ | 'monkey' | LM |
| Īṣẹ́ | | MH | òbǐ | 'parent' | LR |
| ṣùgbọ̌n | | LR | ìbọ̄n | 'gun' | LM |
| ọ̄rẹ́ | 'whıp' | MH | Īgbá | 'calabash' | MH |
| ọ̄dún | 'year' | MH | Īnú | 'ınsıde' | MH |
| ọ̀rẹ̌ | 'frıend' | LR | àtī | 'and' | LM |

b. Reply HM, ML or HF.

| | | | | | |
|---|---|---|---|---|---|
| gígûn | | HF | ó lọ̄ | 'he went' | HM |
| tóbī | | HM | ọ̄bẹ̀ | 'soup' | ML |
| Īlẹ̀ | | ML | dárā | | HM |
| ṣílê | | HF | wọ́n rîn | 'they walked' | HF |
| púpộ | | HF | sódô | 'to the rıver' | HF |
| ọ̄kọ̀ | | ML | ẹ̄yìn | 'palm nuts' | ML |

c. Reply HM, ML, HF; LM, MH, LR.

| | | | |
|---|---|---|---|
| gígûn | | HF | gıgun |
| Īnú | | MH | ınu |
| ọ̀rẹ̌ | 'frıend' | LR | ọrẹ |
| Īlẹ̀ | | ML | ılẹ |
| dárā | | HM | dara |

| | | | |
|---|---|---|---|
| àtī | | LM | ati |
| ìbọ̄n | 'gun' | LM | ibọn |
| sísî | '6 d' | HF | sisi |
| ìgbǐn | 'snail' | LR | igbin |
| ēhín | 'tooth' | MH | ehin |
| ōkùn | 'rope' | ML | okun |
| ẹ̀gbọ̌n | 'older brother' | LR | ẹgbọn |
| ìfūn | 'intestines' | LM | ifun |
| àgbọ̄n | 'coconut' | LM | agbọn |
| ọ̄kàn | 'heart' | ML | ọkan |
| ọ̀kān | 'a single one' | LM | ọkan |

21. One mora vs. two, level pitch.

| | | | | |
|---|---|---|---|---|
| a. | fò | 'jumped'; | fòː | (expresion of degree) |
| | fòː | fò | | D |
| | fòː | fòː | | S |
| | fò | fòː | | D |
| | fò | fò | | S |

| | | | | |
|---|---|---|---|---|
| b. | ọ̀bẹ̄ méjî | 'two knives'; | ọ̀bẹ̄ ▾méjî | 'the twin's knife' |
| | ọ̀bẹ̄ méjî | ọ̀bẹ̄ ▾méjî | | D |
| | ọ̀bẹ̄ méjî | ọ̀bẹ̄ méjî | | S |
| | ọ̀bẹ̄ ▾méjî | ọ̀bẹ̄ méjî | | D |
| | ọ̀bẹ̄ ▾méjî | ọ̀bẹ̄ ▾méjî | | S |

c. Reply FIRST, SECOND, NEITHER or BOTH, according to which of the two expressions contains a long vowel.

| | | | | |
|---|---|---|---|---|
| ìlū▾yín | 'your awl' | àpǒtí | 'box' | F |
| ọ̀rẹ̄▾yín | | ā rẹ̄yìn | 'we bought palm nuts' | F |
| ōrúkọ̄ | 'name' | ìbōmī | 'vessel' | N |
| ìyàwǒ | 'wife' | àpǒtí | 'box' | N |
| ọ̄mọ̄▾wā | 'our child' | ìlū▾yín | | B |
| bàtà·̀rẹ̄ | 'your shoes' | ìbōmī | | F |
| báyǐ | 'like this' | lánǎ | | N |
| ẹ̄yìn | 'palm nuts' | lánǎ | | N |
| ẹ̄yìn | 'palm nuts' | ṣọ́ọ̄ṣì | | S |
| ▾ẹ́fâ | '6' | púpộ | | F |
| àárộ | 'morning' | ▾ẹ́fâ | | B |
| ▾éjî | '2' | ▾ẹ́fâ | | B |

d. If you hear a long vowel, reply LENGTH. If you do not hear a long vowel, do not reply.

| | | | |
|---|---|---|---|
| ọ̄kọ̄▾rẹ̀ | 'her husband' | L | ọkọ·rẹ |
| ōrúkọ̄ | 'name' | - | orukọ |
| ọ̄kọ̀·̀rẹ̄ | 'your conveyance' | L | ọkọ·rẹ |
| ìyàwǒ | 'wife' | - | iyawo |
| ▾ẹ́fâ | | L | ·ẹfa |
| ēwólẹ́ẹ́ṣé | (a greeting) | L | ewolẹẹṣe |
| ṣọ́ọ̄ṣì | 'church' | L | ṣọọṣi |

| | | |
|---|---|---|
| púpộ | - | pupọ |
| mō fẹ́ sǒkòtò | - | mo fẹ sokoto |
| ọ̀bẹ̄ ▾méjî | L | ọbẹ ·meji |

e. Now go back and fill in the tones in the right hand column of (d).

22. One mora vs. two, glides.

a. má wǎ 'don't come'; má wà·́ 'don't row it'

| | | |
|---|---|---|
| má wǎ | má wà·́ | D |
| má wǎ | má wǎ | S |
| má wà·́ | má wǎ | D |
| má wà·́ | má wà·́ | S |

[N.B. This contrast is absent from some varieties of Yoruba in this pair of expressions.]

b. má mǐ mọ́ 'don't breathe again'; má mì·́ mọ́ ''don't shake it again'

| | | |
|---|---|---|
| má mǐ mọ́ | má mì·́ mọ́ | D |
| má mǐ mọ́ | má mǐ mọ́ | S |
| má mì·́ mọ́ | má mǐ mọ́ | D |
| má mì·́ mọ́ | má mò·́ mọ́ | S |

c.

| | | | | |
|---|---|---|---|---|
| ìwě dâ | 'where is the book?' | kẹ̀kẹ̌ dâ | 'where is the bicycle?' | N |
| ìwě dâ | | ọ̀bẹ̄ náà | 'the knife' | S |
| ẹ̄yīn náà | 'which egg?' | ọ̄mọ̄ gígûn | | F |
| má mú· mọ́ | 'don't drink it again' | má wǎ mọ́ | 'don't come again' | F |
| kínîyǐ | 'what is this?' | īléˋwě | 'school' | S |
| ìwě nī | 'it is a book' | nígbâ wō | 'when?' | N |
| ìwéˋmī dà | 'where is my book?' | wọ́n wâ nǐlệ | 'they are on the floor' | F |
| ṣílê mǎrǔn | '5 shillings' | kílôjǒ râ | 'what did Ojo buy?' | N |
| īwé ˉkínī | 'what kind of book?' | ó lọ̄ lánǎ | 'he went yesterday' | F |
| àgòǐyà ō | | ṣˊō lọ̄ sílé | 'did you go home?' | S |

d. Reply DOUBLE or SINGLE with respect to the last vowel only.

| | | | |
|---|---|---|---|
| ìwě dâ | | Sg | iwe da |
| ọ̀bẹ̄ náà | | Db | ọbẹ naa |
| kínîyǐ | | Sg | kiniyi |
| má wà· | 'don't row it' | Db | ma wa |
| má wǎ | 'don't come' | Sg | ma wa |
| èlǒ ló ràˊ· | 'how much did he pay for it?' | Db | elo lo ra |
| lâárộ | 'in the morning' | Sg | laarọ |
| sù-úrû | 'patience' | Sg | su-uru |

| | | | |
|---|---|---|---|
| mō fẹ́ méjî | 'I want two' | Sg | mo fẹ meji |
| mō sùn lé▾ | 'I slept on it' | Db | mo sun le· |

e. Reply DOUBLE or SINGLE with respect to the middle vowel only.

| | | | |
|---|---|---|---|
| ìwě dâ | | Sg | iweda |
| ìlé·̀wě | | Db | ile·we |
| kẹ̀kẹ̌·̀mī | 'my bycycle' | Db | kẹkẹ·mi |
| nígbâ wō | | Sg | nigbawo |
| ẹ̀gbọ́n·̀rẹ̄ | 'your brother' | Db | ẹgbọn·rẹ |
| mú sû-úrû | 'have patience' | Db | mu su-uru |
| ó gbâwě | 'he got a book' | Sg | o gbawe |
| òbĭ▾rẹ̀ | 'his parents' | Db | obi·rẹ |
| àbĭkú | 'something that is born and dies' | Sg | abiku |
| kínîyĭ | 'what is this?' | Sg | kiniyi |

f. Now go back and fill in the tones in the right hand column of (d) and (e).

## 23. High Mid vs. High Second

a. lókūn 'with strength'; lóku̍n 'with the sea'

| | | |
|---|---|---|
| lókūn | lóku̍n | D |
| lókūn | lókūn | S |
| lóku̍n | lókūn | D |
| lóku̍n | lóku̍n | S |

b. láwo̍ 'having a plate'; láwō 'having a secret'

| | | |
|---|---|---|
| láwo̍ | láwō | D |
| láwo̍ | láwo̍ | S |
| láwō | láwo̍ | D |
| láwō | láwō | S |

c.

| | | | | |
|---|---|---|---|---|
| sóde̍ | 'to the outside'; | dárā | 'good' | D |
| báwo̍ | 'how?' | dárā | | D |
| báwo̍ | | sóde̍ | | S |
| mé̩ta̍ | '3' | sóde̍ | | S |
| sígī | 'onto the tree' | sóde̍ | | D |
| sígī | | dárā | | S |
| láti̍ | | tóbī | | D |
| láti̍ | | látā | 'with pepper' | D |
| látā | | láro̩̍ | 'with a funnel' | D |
| báwo̍ | | láti̍ | | S |

d. Reply HIGH MID or HIGH SECOND

| | | |
|---|---|---|
| sóde̍ | High Second | sode |
| sígī | High Mid | sigi |
| dárā | High Mid | dara |
| báwo̍ | High Second | bawo |
| tóbī | High Mid | tobi |
| láti̍ | High Second | lati |
| mé̩ta̍ | High Second | me̩ta |
| láro̍ | High Second | laro |

| | | | |
|---|---|---|---|
| lókūn | 'with the sea' | High Mid | lokun |
| lóku̍n | 'with strength' | High Second | lokun |

e. Now go back and fill in the tones in the right hand column of (d).

24. Rise vs. Fall in larger context

a. (Alternate examples)

| | | |
|---|---|---|
| méjî wọ̄lé | 'two (of you) come in' | F |
| méjìłwọ̄lé | 'two entered the house' | R |

b. Reply Rise or Fall with respect to the second syllable.

| | | | | | |
|---|---|---|---|---|---|
| méjî wọ̄lé | (imperative) | F | mẹ́fâ wọ̄lé | (imperative) | F |
| mejìłwọ̄lé | (statement) | R | mẹ́fâ wọ̄lé | (imperative) | F |
| méjìłwọ̄lé | (statement) | R | mẹ́fàłwọ̄lé | (statement) | R |
| méjî wọ̄lé | (imperative) | F | mẹ́fâ wọ̄lé | (imperative) | F |
| méjìłwọ̄lé | (statement) | R | mẹ́fàłwọ̄lé | (statement) | R |

c. Reply Rise or Fall with respect to the second syllable.

| | | | | | |
|---|---|---|---|---|---|
| mẹ́ta̍łwọ̄lé | (statement) | R | méjî wọ̄lé | (imperative) | F |
| méjì wọ̄lé | (imperative) | F | mẹ́ta̍łwọ̄lé | (statement) | R |
| mẹ́fàłwọ̄lé | (statement) | R | méjìłwọ̄lé | (statement) | R |
| mẹ́ri̍nłwọ̄lé | (statement) | R | mẹ́fàłwọ̄lé | (statement) | R |
| mẹ́fâ wọ̄lé | (imperative) | F | méjî wọ̄lé | (imperative) | F |

25. High Rise High vs High Mid High

a. (Alternate examples)

| | | |
|---|---|---|
| má bǐnú | 'don't be angry' | R |
| márātán | 'get ready' | M |

b. Reply Rise or Mid with respect to the second syllable.

| | | | | | |
|---|---|---|---|---|---|
| ó wọ̄lé | 'he entered the house' | M | dárāyá | 'is cheerful' | M |
| má bǐnú | 'don't be angry' | R | méjì!wá | 'two came' | R |
| fún tīyín | 'for yourselves' | M | kékēré | 'small' | M |
| gbágǔdá | 'cassava' | R | ó lọ̄lé | 'he went home' | M |
| má kǔ mọ́ | 'don't die again' | R | má mǐ mọ́ | 'don't breathe again' | R |

26. High Mid High vs. High Second High

There are no pairs of words or phrases which are completely identical in sound except for this contrast.

| Contracted form | (Uncontracted form) | |
|---|---|---|
| mọ́bẹ̍ wá | (mú ọ̀bẹ̄ wá) | 'bring the knife' |
| kẹ́yīn wá | (kó ẹ̄yīn wá) | 'bring the eggs' |
| káṣọ̄ wá | (kó āṣọ̄ wá) | 'bring the cloths' |
| gbọ́mọ̄ wá | (gbé ọ̄mọ̄ wá) | 'bring the child' |
| kópọ̍n wá | (kó ìpọ̄n wá) | 'bring the ladles' |
| gbága̍ wá | (gbé àgā wá) | 'bring the chair' |
| má lọ̍ mọ́ | | 'don't go again' |
| ó tī dé | | 'he has arrived' |

27. High High Fall vs. High X Low.

The tone which is here designated with the symbol ˣ varies noticeably from dialect to dialect. For some speakers, it is high level. For others it is falling. For others it may be low level.

| | |
|---|---|
| nú fi̽là | 'with reference to a hat' |
| ní ba̽tà | 'with reference to shoes' |
| wá sọ́jâ | 'came to market' |
| ó bẹ̽rẹ̀ | 'he began' |
| ó gbádûn | 'it is interesting' |
| wọ́n sọ̽rọ̀ | 'they spoke' |
| ó lẹ́wâ | 'it is beautiful' |
| ó ṣi̽nà | 'he missed the way' |
| ó dínkû | 'it is reduced' |
| ó mọ̽nà | 'he knows the way' |

28. In this drill, the vowels and consonants of phrases ní fi̽là and ní méjî are replaced by nonsense syllables. Try to distinguish the tonal patterns.

29. High Mid vs. High X

Try to distinguish between the tonal patterns of:

ṣ́ ẹ̄tọ̀bẹ̄ náà (contracted form of ṣé ẹ̄tā ọ̀bẹ̄ náà
'did you sell the knife?')

ṣ́ẹ̽tọ̀bẹ̄ náà (contracted form of ṣé ẹ̄ kò tā ọ̀bẹ̄ náà
'didn't you sell the knife?')

Reply AFFIRMATIVE or NEGATIVE

## 30. Alternating Rises and Falls

Practice the following phrases.

Three syllables:

| | |
|---|---|
| ó tâwě | 'he sold a book' |
| níwôyǐ | 'at present' |
| àdǔgbô | 'neighborhood' |
| ọ̀kǎnlâ | (a name) |
| níwěyǐ | 'with reference to this book' |
| sọ́tǔnyǐ | 'here to the right' |

Four syllables:

| | |
|---|---|
| ó wâ nǐbệ | 'he is there' |
| wọ́n wâ lọ̌jâ | 'they are at the market |
| ìgbẹ̌kệlě | 'confidence' |
| kò fẹ̌ kệkẹ̌ | 'he doesn't want a bicycle' |
| ó wệ lǎnǎ | 'he bathed yesterday' |
| má dǎ kệkẹ̌ | 'don't break the bicycle' |

Five syllables:

| | |
|---|---|
| àtǔnkâtǔnkâ | 'repeated reading' |
| ó sî tǔn kâwě | 'he then re-read the book' |

Series II. Tone contrasts on two-mora vowels.

Most of the drills in this series are based on one or two pairs of minimally different phrases. Drills of this kind are summarized in the book, but in actual use they must be expanded by the instructor. Drill 2 is used as an example of the way in which this may be done:

The first goal is to teach the student to hear the tonal difference that is the topic of the drill.

| | |
|---|---|
| Instructor: | ìlǔ̀mī. ìlū̀mī. |
| Student: | Different. |
| Instructor: | Different. |
| | ìlū̀mī. ìlū̀mī. |
| Student: | Same. |
| Instructor: | Same. |
| | ìlū̀mī. ìlǔ̀mī. |
| Student: | Different. |
| Instructor: | Different. |
| | ìlǔ̀mī. ìlǔ̀mī. |
| Student: | Same. |
| Instructor: | Same. |
| | ìlū̀mī. ilū̀mī. |
| Student: | Same. |
| Instructor: | Same. |
| | ìlū̀mī. ìlū̀mī. |
| Student: | Different. (making an error) |
| Instructor: | Same. |

ìlǔˋmī. ìlūˋmī.

Student: Different.

The drill may be continued in this way until the student has demonstrated that it is easy for him, but no longer than two or three minutes at a time.

If, at the end of three minutes, the student is still having serious difficulty, the following technique may be helpful:

The student's right hand is used as a signal for one of the phrases, and his left hand for the other phrase. He signals in this way which item he wants to hear, and the instructor pronounces it for him. As soon as he thinks he can hear the difference, revert to the SAME-DIFFERENT drill described above.

After the student has learned to detect the presence or absence of the difference between the two items, the next step is to learn to identify which is which:

Instructor: ìlǔˋmī.

Student: City.

Instructor: City.
ìlūˋmī

Student: Awl.

Instructor: Awl.
ìlūˋmī.

Student: City. (making an error)

Instructor: Awl.
ìlǔˋmī.

Student: City.

Instructor: City.

It is possible to use the names of the tones involved, instead of the English words *city* and *awl*, if the instructor is already accustomed to the labelling of tones in his language.

After the student has learned to identify the two contrasting phrases, the next step is mimicry:

Instructor: ìlūˋmī.
Student: ìlūˋmī.
Instructor: Right.
ìlǔˋmī.
Student: ìlūˋmī (making an error)
Instructor: No.
ìlǔˋmī.
Student: ìlǔˋmī.
Instructor: Right.

The drill may be continued until the student has demonstrated that it is easy for him, but not for longer than two or three minutes at a time. If, at the end of three minutes, the student is still having serious difficulty, it may be well to revert to the identification drill, or to change to some entirely different activity before coming back to mimicry.

After the student has learned to mimic accurately the pronunciation of the two phrases, the next step is production of the contrasting items without having heard them immediately beforehand. This may be done through having him read them aloud, or through use of any other kind of stimulus that does not require the instructor to say aloud the same phrase that the student is supposed to produce.

It should be noted that the series of activities outlined above emphasizes *hearing before speaking*, and *speaking (mimicry) before reading*. It should be noted also that the instructor and student have no need to talk with one another in English-or in Yoruba-while the drills are in progress. Finally, it should be noted that the total amount of time required for this series of activities will vary greatly according to the difficulty of the tonal contrast which it is designed to teach. With an extremely easy contrast, the entire process may be completed in two minutes; with some of the more subtle differences, repeated practice for short periods spread over several days may prove to be necessary.

1. Low-RISE LOW-Mid vs. Low-LOW LOW-Mid.

(Gross distinction between two-mora vowels.)

Responses: (1) SAME/DIFFERENT.
(2) RISE-LOW/LOW-LOW.

| | | | |
|---|---|---|---|
| ìlǔ·̀mī | 'my city' | ìlù·̀mī | 'my drum' |
| ìlǔ·̀rẹ̄ | 'your city' | ìlù·̀rẹ̄ | 'your drum' |

As Ward points out (par. 85), the rise before a second mora with mid or low tone is almost inaudible, and sometimes completely so. Even when it is not pronounced with phonetic rise, however, the first part of the two-mora vowel of ìlǔ·̀mī is still different from simple high tone in that it is a bit lower in pitch (cf. Ward par.89). On purely phonetic grounds, it might be identified with either H or R, since there is no contrast; it is here assigned to R. on morphophonemic grounds.

2. Low-HIGH LOW-Mid vs. Low-MID LOW-Mid.

(Finer distinction between two-mora vowels.)

Responses: (1) SAME/DIFFERENT.
(2) RISE-LOW/MID-LOW.

| | | | |
|---|---|---|---|
| ìlǔ·̀mī | 'my city' | ìlū·̀mī | 'my awl' |
| ìlǔ·̀rẹ̄ | 'your city' | ìlū·̀rẹ̄ | 'your awl' |

3. Combination of Drills 1 and 2.

Responses: RISE-LOW/MID-LOW/LOW-LOW

| | | |
|---|---|---|
| ìlǔ·̀mī | 'my city' | RL |
| ìlù·̀mī | 'my drum' | LL |
| ìlū·̀mī | 'my awl' | ML |
| ìlǔ·̀mī | 'my city' | RL |
| ìlū·̀mī | 'my awl' | ML |
| ìlū·̀rẹ̄ | 'your awl' | ML |
| ìlù·̀rẹ̄ | 'your drum' | LL |
| ìlǔ·̀rẹ̄ | 'your city' | RL |
| ìlū·̀rẹ̄ | 'your awl' | ML |
| ìlǔ·̀rẹ̄ | 'your city' | RL |

4. Extension of Drill 3 to segmentally diverse utterances.

Responses: RISE-LOW/MID-LOW/LOW-LOW

| | | |
|---|---|---|
| òbǐ·̀mī | 'my parents' | RL |
| kẹ̀kẹ̌·̀mī | 'my bicycle' | RL |
| ọ̀bọ̄·̀mī | 'my monkey' | ML |
| ẹ̀bùn·̀mī | 'my gift' | LL |
| àwō·̀mī | 'my plate' | ML |
| àwō·̀rẹ̄ | 'your plate' | ML |
| ẹ̀wù·̀rẹ̄ | 'your garment' | LL |
| àgā·̀rẹ̄ | 'your chair' | ML |

| | | |
|---|---|---|
| ẹ̀pàˋrẹ̄ | 'your ground nuts' | LL |
| ẹ̀mǐˋrẹ̄ | 'your life' | RL |

5. Mid-HIGH LOW-Mid vs. Mid-MID LOW-Mid

Responses: (1) SAME/DIFFERENT

(2) HIGH-LOW/MID-LOW

| | | | |
|---|---|---|---|
| ọ̄kọ́ˋmī | 'my hoe' | ọ̄kọ̄ˋmī | 'my husband' |
| ọ̄kọ́ˋrẹ̄ | 'your hoe' | ọ̄kọ̄ˋrẹ̄ | 'your husband' |

6. Mid-MID LOW-Mid vs. Mid-LOW LOW-Mid

Responses: (1) SAME/DIFFERENT

(2) MID-LOW/LOW-LOW

| | | | |
|---|---|---|---|
| ọ̄kọ̄ˋmī | 'my husband' | ọ̄kọ̀ˋmī | 'my car' |
| ọ̄kọ̄ˋrẹ̄ | 'your husband' | ọ̄kọ̀ˋrẹ̄ | 'your car' |

7. Extension of Drills 5 and 6 to segmentally diverse utterances.

Responses: HIGH-LOW/MID-LOW/LOW-LOW

| | | |
|---|---|---|
| ọ̄kọ́ˋmī | 'my hoe' | HL |
| ọ̄kọ̄ˋrẹ̄ | 'your husband' | ML |
| ọ̄kọ̀ˋmī | 'my conveyance' | LL |
| ọ̄bẹ̀ˋmī | 'my soup' | LL |
| īléˋmī | 'my house' | HL |
| ọ̄mọ̄ˋmī | 'my child' | ML |

| | | |
|---|---|---|
| īyán ˋrẹ̄ | 'your pounded yam' | HL |
| āṣọ̄ ˋmī | 'my cloth' | ML |
| īnú ˋmī | 'my stomach' | HL |
| ōbì ˋmī | 'my kola nuts' | LL |

8. Combination of all preceding drills.

Responses: HIGH-LOW/MID-LOW/LOW-LOW/RISE LOW

| | | |
|---|---|---|
| ōwó ˋrẹ̄ | 'your money' | HL |
| àgā ˋmī | 'my chair' | ML |
| āpá ˋmī | 'my arm' | HL |
| āgbè ˋrẹ̄ | 'your gourd' | LL |
| àgbọ̄n ˋmī | 'my coconut' | ML |
| ājá ˋmī | 'my dog' | HL |
| àdǎ ˋrẹ̄ | 'your cutlass' | RL |
| āgbọ̀n ˋmī | 'my basket' | LL |
| ārā ˋmī | 'my body' | ML |
| àgbò ˋrẹ̄ | 'your ram' | LL |

9. High-HIGH LOW-Mid vs. High-MID LOW-Mid

Responses: (1) SAME/DIFFERENT
(2) HIGH-LOW/MID-LOW

| | | | |
|---|---|---|---|
| fọ́kọ́ ˋmī | 'for my hoe' | fọ́kọ̄ ˋmī | 'for my husband' |
| fọ́kọ́ ˋrẹ̄ | 'for your hoe' | fọ́kọ̄ ˋrẹ̄ | 'for your husband' |

10. High-FALL LOW-Mid vs. High-MID LOW-Mid

Responses: (1) SAME/DIFFERENT
(2) FALL-LOW/MID-LOW

| | | | |
|---|---|---|---|
| lẹ́yînˋmī | 'palm nuts' | lẹ́yīnˋmī | 'eggs' |

11. High-HIGH LOW-Mid vs. High-FALL LOW-Mid

Responses: (1) SAME/DIFFERENT
(2) HIGH-LOW/FALL-LOW

| | | | |
|---|---|---|---|
| fọ́kọ́ˋmī | 'for my hoe' | fọ́kộˋmī | 'for my car' |
| fọ́kọ́ˋrẹ̄ | 'for your hoe' | fọ́kộˋrẹ̄ | 'for your car' |

12. Combination of Drills 9, 10 and 11.

Responses: HIGH-LOW/MID-LOW/FALL-LOW

| | | |
|---|---|---|
| fọ́kọ̄ˋmī | 'for my husband' | ML |
| fọ́kộˋmī | 'my car' | FL |
| fọ́kộˋmī | 'my car' | FL |
| fọ́kọ́ˋmī | 'my hoe' | HL |
| fọ́kọ̄ˋmī | 'my husband' | ML |
| fọ́kọ́ˋrẹ̄ | 'your hoe' | HL |
| fọ́kộˋrẹ̄ | 'your car' | FL |
| fọ́kọ̄ˋrẹ̄ | 'your husband' | ML |
| fọ́kộˋrẹ̄ | 'your car' | FL |
| fọ́kọ́ˋrẹ̄ | 'your hoe' | HL |

13. Extension of Drill 12 to segmentally diverse utterances.

| | | |
|---|---|---|
| nísụ̄ˋmī | 'my yam' | ML |
| lẹ́yīnˋmī | 'my eggs' | ML |
| lẹ́yînˋmī | 'my palm nuts' | FL |
| lọ́bệˋmī | 'my soup' | FL |
| lóríˋmī | 'my head' | HL |
| lókûnˋrẹ̄ | 'your rope' | FL |
| lókōˋrẹ̄ | 'your farm' | ML |
| lójúˋrẹ̄ | 'your eye' | HL |
| láṣọ̄ˋrẹ̄ | 'your cloth' | ML |
| níṣẹ́ˋrẹ̄ | 'your work' | HL |

14. Mid-HIGH MID-Mid vs. Mid-MID MID-Mid
Responses: (1) SAME/DIFFERENT
(2) HIGH-MID/MID-MID

ọ̄kọ́ꜜwā 'our hoe' ọ̄kọ̄ꜜwā 'our husbands'

15. Mid-MID MID-Mid vs. Mid-LOW MID-Mid
Responses: (1) SAME/DIFFERENT
(2) MID-MID/LOW-MID

ọ̄kọ̄ꜜwā 'our husbands' ọ̄kọ̀ꜜwā 'our cars'

16. Combination of Drills 14 and 15.

Responses: HIGH-MID/MID MID/LOW-MID

| | | |
|---|---|---|
| ọ̄kọ́ꜜwā | 'our hoes' | HM |

| | | |
|---|---|---|
| ọ̄kọ̄▾wā | 'our husbands' | MM |
| ọ̄kọ̀▾wā | 'our cars' | LM |
| ọ̄kọ̄▾wā | 'our husbands' | MM |
| ọ̄kọ̀▾wā | 'our cars' | LM |
| ēyìn▾wā | 'our palm nuts' | LM |
| ārá▾wā | 'our relatives' | HM |
| ẹ̄yīn▾wā | 'our eggs' | MM |
| ōkùn▾wā | 'our rope' | LM |
| ārā▾wā | 'our bodies, ourselves | MM |

17. Mid-HIGH MID-Low vs. Mid-MID MID-Low
Responses: (1) SAME/DIFFERENT
(2) HIGH-MID/MID-MID

ọ̄kọ́▾rẹ̀ 'his hoe' ọ̄kọ̄▾rẹ̀ 'her husband'

18. Mid-MID MID-Low vs. Mid-LOW MID-Low
Responses: (1) SAME/DIFFERENT
(2) MID-MID/LOW-MID

ọ̄kọ̄▾rẹ̀ 'her husband' ọ̄kọ̀▾rẹ̀ 'his car'

19. Extension of Drills 17 and 18 to segmentally diverse utterances.

Responses: HIGH-MID/MID-MID/LOW-MID

| | | |
|---|---|---|
| ọ̄kọ̄ˉrẹ̀ | 'her husband' | MM |
| ọ̄kọ̀ˉrẹ̀ | 'his car' | LM |

| | | |
|---|---|---|
| ọ̄kọ́ˉrẹ̀ | 'his hoe' | HM |
| ētíˉrẹ̀ | 'his ear' | HM |
| ẹ̄mūˉrẹ̀ | 'his palm wine' | MM |
| ẹ̄rùˉrẹ̀ | 'his load' | LM |
| ẹ̄gbẹ́ˉrẹ̀ | 'his companion' | HM |
| ẹ̄sẹ̀ˉrẹ̀ | 'his leg' | LM |
| ōkùnˉrẹ̀ | 'his rope' | LM |
| ārāˉrẹ̀ | 'his body' | MM |

20. Mid-MID LOW-Mid vs. Mid-MID MID-Low

Responses: (1) SAME/DIFFERENT
(2) MID-LOW/MID-MID

| | | | |
|---|---|---|---|
| ọ̄kọ̄ˋ·rẹ̄ | 'your husband' | ọ̄kọ̄ˉrẹ̀ | 'her husband' |

21. Mid-HIGH LOW-Mid vs. Mid-HIGH MID-Low

Responses: (1) SAME/DIFFERENT
(2) HIGH-LOW/HIGH-MID

| | | | |
|---|---|---|---|
| ọ̄kọ́ˋ·rẹ̄ | 'your hoe' | ọ̄kọ́ˉrẹ̀ | 'his hoe' |

22. Extension of Drills 20 and 21.

Responses: HIGH-LOW/HIGH-MID/MID-LOW/MID-MID

| | | |
|---|---|---|
| ōdóˋ·rẹ̄ | 'your mortar' | HL |
| ōyīnˋ·rẹ̄ | 'your honey' | ML |
| ōríˉrẹ̀ | 'his head' | HM |
| ọ̄mọ̄ˋ·rẹ̄ | 'your child' | ML |
| ọ̄ṣẹ̄ˉrẹ̀ | 'his soap' | MM |

| | | |
|---|---|---|
| ọ̄mọ̄▾rẹ̀ | 'his child' | MM |
| ōyīnˋrẹ̄ | 'your honey' | ML |
| ōdó▾rẹ̀ | 'his mortar' | HM |
| ọ̄ṣẹ̄ˋrẹ̄ | 'your soap' | ML |
| ōríˋrẹ̄ | 'your head' | HL |

23. Low-RISE MID-Low vs. Low-MID MID-Low
Responses: (1) SAME/DIFFERENT
(2) RISE-MID/MID-MID

ìlǔ▾rẹ̀ 'his city' ìlū▾rẹ̀ 'his awl'

24. High-SECOND MID-Mid vs. High-SECOND SECOND-Mid
Responses: (1) SAME/DIFFERENT
(2) SECOND-MID/SECOND-SECOND

lọ́bẹ̍▾wā 'our knife' lọ́bẹ̍ꜝwā 'our soup'

N.B. The tonal pattern which is here marked as H-22-M is exceptional in that it contains an instance of second tone on a second mora in contrast with mid tone. The tonal pattern which one would expect in the contracted form of ní ọ̄bẹ̀ ▾wā is of course H-FM-M, and -FM-M does in fact occur in some circumstances, but apparently not with phrases of the kind used in this drill.

25. High-MID MID-Low vs. High-SECOND SECOND-Low
Responses: (1) SAME/DIFFERENT
(2) MID-MID/SECOND-SECOND

fọ́kọ̄▾rẹ̀ 'for her husband' fọ́kọ̍ꜝrẹ̀ 'for his car'

26. High-HIGH MID-Low vs. High-MID MID-Low

Responses: (1) SAME/DIFFERENT
(2) HIGH-MID/MID-MID

| | | | |
|---|---|---|---|
| fọ́kọ́▾rẹ̀ | 'for his hoe' | fọ́kọ̄▾rẹ̀ | 'for her husband' |

27. High-SECOND LOW-Mid vs. High-MID LOW-Mid

INSTRUCTIONS: In this drill and in all other drills in this format, the instructor should read aloud all three expressions in List A, followed by the first expression in List C. Then, he should read aloud all three expressions in List B, followed by the first item in List C. The student is to decide whether the expression from List C belongs tonally with List A, or with List B. The same procedure is repeated for each expression in List C, or until the student has demonstrated that the exercise is easy for him. Then, the class should proceed to drills in identification, mimicry, and independent production by the student, as outlined on pp. 50-52.

In this exercise and in other exercises which consist of expressions that begin with ní, the word ní is not translated into English.

The format of this exercise is made necessary by the absence of suitable minimal pairs of phrases in Yoruba.

| List A | | List B | |
|---|---|---|---|
| lága̍•̀mī | 'my chair' | lẹ́mū•̀mī | 'wine' |
| lágbọ̍n•̀mī | 'my coconut' | lẹ́rān•̀mī | 'meat' |
| lẹ́kọ̍•̀mī | 'my ẹ̀kọ' | lẹ́yīn•̀mī | 'eggs' |

List C

| | |
|---|---|
| lawo•mi | 'plate' |
| lagbo•mi | 'herb brew' |
| laṣọ•mi | 'cloth' |
| lata•mi | 'pepper' |

| | |
|---|---|
| lọbẹ·mi | 'knife' |
| lẹja·mi | 'fish' |
| lete·mi | 'plan, conspiracy' |

28. High-SECOND MID-Low vs. High-MID MID-Low

| List A | | List B | |
|---|---|---|---|
| lága̍ˉrẹ̀ | 'his chair' | lémūˉrẹ̀ | 'his wine' |
| lágbọ̍nˉrẹ̀ | 'his coconut' | lẹ́rānˉrẹ̀ | 'his meat' |
| lẹ́kọ̍ˉrẹ̀ | 'his ẹkọ' | lẹ́yīnˉrẹ̀ | 'his eggs' |

| List C | |
|---|---|
| léso·rẹ̀ | 'his fruit' |
| lọ́ṣẹ·rẹ̀ | 'his soap' |
| lóko·rẹ̀ | 'his farm' |
| níwo·rẹ̀ | 'his horn' |
| lọ̄mọ·rẹ̀ | 'his child' |
| níjẹ·rẹ̀ | 'his bait' |

29. High-SECOND LOW-Mid vs. High-FALL LOW-Mid

Responses: (1) SAME/DIFFERENT
(2) SECOND-LOW/FALL-LOW

| | | | |
|---|---|---|---|
| lọ́bẹ̍·mī | 'my knife' | lọ́bệ·mī | 'my soup' |
| lọ́bẹ̍·rẹ̄ | 'your knife' | lọ́bệ·rẹ̄ | 'your soup' |

Series III *Tones in longer phrases.*

The purpose of this series of tone drills is to provide practice in the hearing and comparison of longer tonal sequences. Like the drills in Series I and II, they should first be done orally, with the book closed. The expected response is always SAME or DIFFERENT.

The phrases used in this series consist of four or six syllables. In the first four-syllable exercise and the first six-syllable exercise, the pairs of phrases that differ in tone are rather obviously different. In the remaining exercises, differences are usually confined to one or two syllables.

1.

| | | | | |
|---|---|---|---|---|
| pāríṣẹ́ ̀rẹ̄ | 'finish your work' | ā lọ̄ sọ́jâ | 'we went to the market' | D |
| ó dínwó jû | 'it is too cheap' | ó wá sọ́jâ | 'he came to the market' | S |
| ọ̄mọ̄ mẹ́wǎ | 'ten children' | ōbìnrīn náà | 'the woman' | D |
| kọ́kọ́rọ́ nī | 'it is a key' | àpǒtí kàn | 'one box' | D |
| ōbì mẹ̌tà | 'three kola nuts' | ó lọ̄ sọ́jâ | 'he went to the market' | D |
| ẹ̄yīn méjî | 'two eggs' | ọ̄mọ̄ mẹ́fâ | 'six children' | S |
| àtī ōdò | 'and a river' | āládǔgbô | 'neighbor' | D |
| ọ̄dún mẹ́rìn | 'four years' | mō nílé kàn | 'I have one house' | S |
| n̄ kò bǐnú | 'I'm not angry' | ā kò lǒwó | 'we don't have money' | S |
| àbǐkú nī | 'he is an *abikù*' | ọ̀gẹ̀dẹ̀ nī | 'it is a banana' | D |

2. SAME/DIFFERENT with special attention to the first two syllables.

| | | | | |
|---|---|---|---|---|
| ó yẹ̄ bẹ́ẹ̀ | 'it must be thus' | ó mū tíì | 'he drank tea' | S |
| ó yẹ̄ bẹ́ẹ̀ | | ó fẹ́ tíì | 'he wants tea' | D |
| ó ṣē bẹ́ẹ̀ | 'he did so' | ó fẹ́ bẹ́ẹ̀ | 'he wants it thus' | D |
| ó sọ̄ bẹ́ẹ̀ | 'he said so' | ọ̄mọ̄ náà | 'the child' | D |
| ā mū tíì | 'we drank tea' | ọ̄mọ̄ náà | | S |
| kò mū tíì | 'he didn't drink tea' | kò ṣē bẹ́ẹ̀ | 'he didn't do so' | S |
| kò ṣē bẹ́ẹ̀ | | kò fẹ̌ tíì | 'he doesn't want tea' | D |
| kò fẹ̌ tíì | | ìwě náà | 'the book' | S |
| ọ̄mọ̄ náà | | ẹ̀wù nǎà | 'the garment' | D |
| ó fẹ́ bẹ́ẹ̀ | | mō mū tíì | 'I drank tea' | D |

3.

| | | | | |
|---|---|---|---|---|
| ārá èkǒ | 'a resident of Lagos' | ọ̄mọ̄ èkǒ | 'a native of Lagos' | D |
| kò tā ìwě | 'he didn't sell a book' | ārá èkǒ | | D |
| Ọ̄lá kô jǒ | 'Ọlá didn't dance' | Òjǒ kô jǒ | 'Ojo didn't dance' | D |
| Ògbǒmộṣọ̌ | (name of a city) | Òjǒ kô jǒ | | S |
| kò fẹ̌ kệkẹ̌ | 'he doesn't want a bicycle' | kò rā kẹ̀kẹ̌ | 'he didn't buy a bicycle' | D |
| ṣùgbọn kô wǎ | 'but he didn't come' | Ògbǒmộṣọ̌ | | S |
| rā ẹ̄rān yǐ | 'buy this meat' | ā kò kàwě | 'we didn't read' | D |
| mō gbā ìwě | 'I got a book' | ā tā kẹ̀kẹ̌ | 'we sold a bicycle' | S |

| | | | | |
|---|---|---|---|---|
| má sộtàn mọ̌ | 'don't tell any more stories' | má sọ̍nù mọ̌ | 'don't get lost again' | D |
| rā ẹ̄rān yǐ | | pā ẹ̄jā yǐ | 'kill this fish' | S |

4. Special attention to the last two syllables.

| | | | | |
|---|---|---|---|---|
| fún mī níwě | 'give me a book' | ó lọ̄ lánǎ | 'he went yesterday' | S |
| ó lọ̄ lánǎ | | ó lọ̄ sọ́jâ | 'he went to market' | D |
| n̄ kò rí▾ | 'I didn't see | n̄ kò lọ̄ | 'I didn't go' | D |
| bàtà pūpā | 'brown shoes' | ẹ̀hìn ōdī | 'abroad' | S |
| ó mộ kọ̌wě | 'he knows how to write' | ó fẹ́ kệkẹ̌ | 'she wants a bicycle' | D |
| ākọ̀wě nī | 'he is a clerk' | ā kàwě yǐ | 'we read this book' | D |
| àtī ṣílê | 'and a shilling' | àwō mẹ́fâ | 'six plates' | S |
| kò lọ̄ lánǎ | 'he didn't go yesterday' | àwō méwǎ | 'ten plates' | S |
| ó lọ́pǎka̍n | 'he has one stick' | wọ́n níwě wo̍ | 'which book do they have?' | S |
| Īnú`mi̍\|dùn | 'I'm glad' | ōwó▾rẹ̀\|pọ̀ | 'his money is plentiful' | D |

5.

| | | | | |
|---|---|---|---|---|
| ẹ̄sẹ̀ mẹ̌ri̍n | 'four feet' | ọ̄mọ̄ mẹ́ta̍ | 'three children' | D |
| ọ̄mọ̄ mẹ́sǎn | 'nine children' | ẹ̄jā méjî | 'two fish' | D |
| má ta̍gbọ̀n yǐ | 'don't sell this coconuts' | ā rāgbọ̀n yǐ | 'we bought this coconut' | D |
| ọ̄mọ̄▾wā | 'our child' | āṣọ̄▾wọ̄n | 'their clothes' | S |

| | | | | |
|---|---|---|---|---|
| lọ̄ mátā wá | 'brıng the pepper' | ó fẹ́ ōwó | 'he wants money' | D |
| kìí jáde̍ | 'he does not go out' | ˋádọ́ta̍ | 'fıfty' | S |
| ó lẹ́yīn ka̍n | 'he has one egg' | ọ̄lọ́pǎ ka̍n | 'a polıceman' | D |
| kò yà sọ̌ tǔn | 'he dıd not turn to the rıght' | kò lọ̄ lánǎ | 'he dıd not go yesterday' | D |
| ō gún īyán | 'you pounded the yam' | ó fẹ́ ōwó | | D |
| ó ṣẹ̽ṣẹ̀ dě | 'he just arrıved' | wọ́n sī̽ kàwě | 'they read a book also' | S |

6.

| | | | |
|---|---|---|---|
| 1. | sí Àgbǎdárîgǐ | ālábǎṣīṣẹ́ nī | D |
| 2. | bàbǎ fúnˇyín níwě | Òjǒ kíˇyín lánǎ | S |
| 3. | ọ̄mọ̄ èkǒ nī mí | ōníṣōwò nī wá | D |
| 4. | ā kò lọ̄ ṣàgǎmû | wọ̄n kò dǎrā púpô | D |
| 5. | ṣó wá˸ kí ẹ̀gbọ̌nˋmī | wọ́n fẹ́˸ kí ìyǎˋrẹ̄ | S |
| 6. | ẹ̄rān yǐlmà pọ̀jù | n̄kò fẹ̌ ọ̽gẹ̀dẹ̀ | D |
| 7. | mō ń lọ̄ àpǎpá | ōrúkọ̄ àbǐkú | S |
| 8. | ā ó tǔn lọ̄ lọ́la̍ | mẹ́rîndǐnlógún nī | D |
| 9. | āṣōjú ìlǔ wo̍ | mō rētí ìwě ka̍n | S |
| 10. | mẹ́tâdǐnlọ́gbộn nī | méjîdǐnlọ́gbộn nī | S |

| | | |
|---|---|---|
| 1. | 'to Badagry' | 'he ıs a co-worker' |
| 2. | 'father gave you books' | 'Ojo greeted you yesterday' |
| 3. | 'I'm a natıve of Lagos' | 'we are traders' |
| 4. | 'we dıdn't go to Shagamu' | 'they are not very good' |

| | | |
|---|---|---|
| 5. | 'did he come to greet my older brother?' | 'they want to greet your mother' |
| 6. | 'this is really too much meat!' | 'I don't want bananas' |
| 7. | 'I am going to Apapa' | 'an abiku name' |
| 8. | 'we will go again tomorrow' | 'there are 16 of them' |
| 9. | 'a representative of which country? | 'I expected one book' |
| 10. | 'there are 27 of them' | 'there are 28 of them' |

7.

| | | | |
|---|---|---|---|
| 1. | ẹ̄yẹ̄ mélǒ ló fẹ́ | ā kó wọ̄n lọ̄ lánǎ | D |
| 2. | títí ā fī délé | dúdú lāṣọ̄ tó mú | S |
| 3. | wọ́n wá fún wā lówó | dúró dê wǎ lọ́jâ | D |
| 4. | ẹ̄yīn márǔn ló tó | ẹ̄yẹ̄ mélǒ ló fẹ́ | S |
| 5. | dúró dê wǎ lọ́jâ | Gbọ́njú mộ wǎ púpô | S |
| 6. | ọ̄bạ̄ márǔn lójâ | ā tī kọ̀wě síbệ | D |
| 7. | wọ́n fún wā lẹ́wù-wọ̄n | wọ́n fún wā lọ́mọ̄-wọ̄n | D |
| 8. | āṣọ̄ mélǒ lóní | ẹ̄yīn márǔn lótó | S |
| 9. | ènìà pǔpộ lǒpê | ẹ̄nī mẹ́fâ lǒ wá | D |
| 10. | ẹ̄nī tó wǔ lórí | āṣọ̄ márǔn mímọ́ | S |

| | | |
|---|---|---|
| 1. | 'how many birds does he want?' | 'we took them along yesterday' |
| 2. | 'until we arrived home' | 'he selected black cloth' |
| 3. | 'they came to give us money' | 'wait for us at the market' |

| | | |
|---|---|---|
| 4. | 'five eggs are enough' | |
| 5. | | 'Gbọnju knows us well' |
| 6. | 'five kings fought' | 'we have written (to) there' |
| 7. | 'they gave us their garments' | 'they gave us their children' |
| 8. | 'how many garments has he?' | |
| 9. | 'he called many people' | 'six persons came' |
| 10. | 'he saw anyone he liked' | 'five clean cloths' |

8.

| | | | |
|---|---|---|---|
| 1. | ẹ̄rān ṣílê mẹ̌fâ | bàtà dǔdú tó wộ | D |
| 2. | bàtà dǔdú tó wộ | ẹ̀wù pǐpán méjî | S |
| 3. | kò nǐ fẹ́ˊrā púpộ | tìó rọ́mọ̄ tómộ | D |
| 4. | wọ́n lọ̄ sí Ē̽kìtì | ā gbā mẹ́ˋdọ̌gbộn | D |
| 5. | ā mū ōmī tútû | wọ́n rā ēpō púpộ | D |
| 6. | wọ́n lọ̄ rí Ī̽gbẹ̀tì | wọ́n dé sí Ē̽kìtì | D |
| 7. | Īnúˋmī\|dùn pǔpô | ọ̄tí òjǒ kōrò | D |
| 8. | ājáˋmī\|rìn lọ̌nâ | Īnúˋmī\|dùn pǔpộ | S |
| 9. | ōjú ọ̀rẹ̌\|rōrò | ētí Īlé\|lō wà | D |
| 10. | ọ̀rẹ̌ˋmī\|sá ṣọ́jâ | ìwěˋmī\|tó mẹ́fâ | S |

| | | |
|---|---|---|
| 1. | 'six shillings worth of meat' | 'the black shoes he wore' |
| 2. | | 'two red shirts (coats, garments)' |
| 3. | 'he would not like to buy much' | 'Theo saw the child he knew' |
| 4. | 'they went to Ekiti' | 'we got 25' |

| | | |
|---|---|---|
| 5. | 'we drank ıce water' | 'they bought a lot of palm oıl' |
| 6. | | 'they arrıved at Ekıtı' |
| 7. | 'I am very glad' | 'Oȷo's drınk (lıquor) ıs bıtter' |
| 8. | 'my dog walked on the road' | |
| 9. | 'frıend's eyes are ferocıous' | 'you are near the house' |
| 10. | | 'my books are about sıx [ın number]' |

9.

| | | | |
|---|---|---|---|
| 1. | ā fẹ́ ìwě márǔn | kọ̄já òpǒpó yǐ | S |
| 2. | āláìnǐ fẹ́ wǎrà | āȷáˋmīǀmú méȷî | D |
| 3. | āȷáˋmīǀmú méȷî | ētíˋmīǀwú púpộ | S |
| 4. | āˊfẹ̌ mộ mị̌ lọlá | ọ̄ládûnnīǀbímọ̄ | D |
| 5. | ẹ̄ṣīn náàǀyán lọsǎn | ẹ̀wà nǎàǀwọ́n lánǎ | D |
| 6. | ōríˋmīǀkún púpộ | ētíˋmīǀwú púpộ | S |
| 7. | ọ̄bā náàǀní márǔn | ẹ̄ṣīn náàǀyán lọsǎn | S |
| 8. | wọ́n fún mī ní ōwó | ó fún mī níìwě | D |
| 9. | ẹ̄yẹ̄ˋmīǀńkọ̄rīn | ọ̄kọ̀ˉrẹ̀ǀpārīwō | D |
| 10. | ọ̄mọ̄ˋmīǀńfọ̄sọ̄ | ẹ̄yẹ̄ˋmīǀńkọ̄rīn | S |

| | | |
|---|---|---|
| 1. | 'we want fıve books' | 'pass over thıs street' |
| 2. | 'the poor want mılk' | 'my dog caught two' |
| 3. | 'my dog caught two' | 'my ear swells much' |
| 4. | 'I would lıke to be known tomorrow' | 'Ọladunnı delıvered' |

| | | |
|---|---|---|
| 5. | 'the horse neighs this afternoon' | 'the beans were expensive yesterday' |
| 6. | 'my head (hair) grows too much' | |
| 7. | 'the king has five' | 'the horse (walked with a certain gait) yesterday' |
| 8. | 'they gave me money' | 'he gave me a book' |
| 9. | 'my bird is singing' | 'his car made a noise' |
| 10. | 'my child is washing clothes' | |

## A. BASIC DIALOGUE: 'How are you?'

A

| | | |
|---|---|---|
| ṣé | ṣe | (marks yes-no question) |
| dárādárā/dáādáā | daradara/dãdã | good |
| nī | ni | is |
| ṣé dáādáā nī | Ṣe dãdã ni? | How are you? |

B

| | | |
|---|---|---|
| ā dúpẹ́ | A dupẹ. | [Fine] thank you. |

A

| | | |
|---|---|---|
| īlé | ile | house |
| ńkọ́ | nkọ | how about? |
| īlé ńkọ́ | Ile nkọ? | How's everyone at home? |

B

| | | |
|---|---|---|
| īlé wâ dǎādáā | Ile wa dãdã. | They're fine. |

A

| | | |
|---|---|---|
| sí | | to (direction) |
| ọ̄jà | | market |
| ànǎ | | yesterday |
| lọ̄ | | go |

| | | |
|---|---|---|
| ṣ́ō lọ̄ sọ́jâ lǎnǎ | Ṣé o lọ sọjà ni àna? | Did you go to the market yesterday? |

B

| | | |
|---|---|---|
| bẹ́ẹ̀nī | | yes ('it is thus') |
| bẹ́ẹ̀nī mō lọ̄ | Bẽni mo lọ. | Yes, I went. |

B. NOTES

1. 1 sg. and 2 sg. subject pronouns, *mō* and *ō*.

| | | |
|---|---|---|
| Compare the forms: | ō lọ̄ | 'you went' |
| | mō lọ̄ | 'I went' |

In these forms, *lọ̄* is the stem of the verb that means 'go.' The element *ō* stands for a second person singular subject (i.e. 'you'), while *mō* stands for a first person singular subject (i.e. 'I').

2. The word *ṣé*, introducing yes-no questions.
'Assimilation of the vowel of *ṣé*.

The element *ṣé* indicates that what follows is a yes-no question. Notice that when it occurs before a vowel, its vowel may change, becoming identical in quality with the immediately succeeding vowel. It retains its own length and tone, however. This is an example of an extremely common Yoruba phenomenon, called 'assimilation'.

3. The remaining parts of the basic dialogue are to be regarded, for the time being, as useful standard phrases which will not be used as models for new sentences.

## C. Exercises

Practice the following pairs of expressions so that when you hear the first you can respond immediately with the second.

1. First person singular vs. second person singular.

| | | |
|---|---|---|
| a. | ō lọ̄ | mō lọ̄ |
| | mō lọ̄ | ō lọ̄ |
| b. | ṣ́ō lọ̄ | bẹ́ẹ̀nī mō lọ̄ |

2. Assimilated vs. non-assimilated pronunciations.

| | |
|---|---|
| ṣ́ō lọ̄ | ṣé ō lọ̄ |
| ṣé˙ō lọ̄ | ṣ́ō lọ̄ |

## D. Supplementary material

1. Places, and some activities associated with them.

| | | | |
|---|---|---|---|
| ọ̄jà | 'market' | wẹ̀ | 'to bathe, swim' |
| ōdò | 'river' | sìn | 'to worship' |
| ṣọ́ọ̄ṣì | 'church' | jó | 'to dance' |
| àìsùn | 'wake, all night party' | ṣē | 'to do, make' |
| sí | 'to' | | |

2. 'Elision' with sí 'to.'

| | | | | |
|---|---|---|---|---|
| ọ̄jà | ṣ́ō lọ̄ | sọ́jâ | bẹ́ẹ̀nī mō lọ̄ | sọ́jâ |
| ōdò | | sódô | | sódô |
| ṣọ́ọ̄ṣì | | sí ṣọ́ọ̄ṣì | | sí ṣọ́ọ̄ṣì |
| àìsùn | | sáīsùn | | sáīsùn |

Compare the following pairs of equivalent deliberate and casual forms:

| | |
|---|---|
| sí ọ̄jà | sọ́jâ |
| sí ōdò | sódô |
| sí àìsùn | sáīͯsùn |

In general, the first tone in both sets of forms is high. The deliberate forms have one more unit of vowel duration than the casual forms have. The first unit of vowel duration in the deliberate forms has the quality i, while in the casual forms the first unit has the same quality as the second unit of duration in the deliberate forms.

We may summarize these same relationships more succinctly and more picturesquely by saying that the deliberate form is elided, retaining the high tone of sí but the vowel quality of the beginning of the noun. In future, we shall use the term 'mora' to mean 'unit of vowel duration'.

### 3. Parallel dialogues

| | | |
|---|---|---|
| ōdò, wẹ̀ | | |
| mō lọ̄ sódô | mō lọ̄ sí ōdò | I went to the river. |
| kí lō▾ lọ̄▾ ṣē | kínī ō lọ̄▾ ṣē | What did you go to do? |
| mō lọ̄▾wẹ̀ | mō lō▾ wẹ̀ | I went to swim. |
| ṣọ́ọ̄ͯṣì, sìn | | |
| mō lọ̄ sí ṣọ́ọ̄ͯṣì | mō lọ̄ sí ṣọ́ọ̄ͯṣì | |
| kílō▾ lọ̄▾ ṣē | kínī ō lọ̄▾ ṣē | |
| mō lọ̄▾ sìn | mō lọ̄▾ sìn | |
| àìsùn, jó | | |
| mō lọ̄ sáīͯsùn | mō lọ̄ sí àìsùn | |

| | |
|---|---|
| kílō▾ lọ̄▾ ṣē | kínī ō lọ̄▾ ṣē |
| mō lọ̄▾ jó | mō lọ̄▾ jó |

Notice the length of the vowel *o* in the casual *kílō▾lọ̄▾ṣē*, corresponding to a short (i.e. one-mora) vowel in the corresponding deliberate form.

Notice also the length, in both casual and deliberate styles, of the vowel *ō*, when the verb *lō* occurs immediately before another verb stem.

## UNIT 2

A. BASIC DIALOGUE: 'Are you in good health?'

| | | |
|---|---|---|
| | A | |
| àlàáfíà | | health |
| ṣálàáfíànī | Ṣé alafia ni? | Are you all right? ('Is it health?') |
| | B | |
| àlàáfíà nī | Alafia ni. | I'm fine. ('It is health') |
| | A | |
| Īlé ńkọ́ | Ile nkọ? | How is everyone at home? |
| | B | |
| dáādáā nī | Dădă ni. | Fine. |

A

| | | |
|---|---|---|
| ṣ'ẹ̄ lọ̄ sọ́jâ lǎnǎ | Sē ẹ lọ sọjà ni àna? | Did you (pl.) go to the market yesterday? |

B

| | | |
|---|---|---|
| bẹ́ẹ̀nī ā lọ̄ | Bẹ̄ni a lọ. | Yes, we went. |

## B. NOTES

1. First plural and second plural. Subject pronouns, *ā* and *ẹ̄*.

Compare these forms:

| | |
|---|---|
| mō lọ̄ | 'I went' |
| ō lọ̄ | 'you (sg.) went' |
| ā lọ̄ | 'we went' |
| ẹ̄ lọ̄ | 'you (pl.) went' |

The element *ā* here stands for a first person plural subject (i.e. 'we'), while *ẹ̄* stands for a second person plural subject (i.e. 'you'). The subject element *ẹ̄* may also be used as a mark of respect when speaking to only one person.

2. 'Assimilation' with *ṣé*.

Notice that the vowel of the element *ṣé* has again been 'assimilated' to the vowel which follows it: ṣé ẹ̄ lọ̄ = ṣ'ẹ̄ lọ̄.

3. Tones of nī: mid or second depending on environment. Alternation of mid and second tones.

| | |
|---|---|
| dáādá▾ nī | 'it is good' |
| àlàáfíà ni̍ | 'it is health' |

The word *ni* has mid tone in some environments, and second tone in others. A syllable which in other environments has mid tone, has second tone when it stands immediately after a syllable with low tone. Mid tone does not occur under these circumstances. Mid and second tones do however contrast with one another in some environments. In this book, second tone after low or falling tone is written with a macron (ā), and treated as though it were mid.

C. Exercises.

Practice the following pairs of expressions so that when you hear the first you can respond immediately with the second.

1. First person plural vs second person plural.

| | | | | | |
|---|---|---|---|---|---|
| a. | ẹ̄ lọ̄ | ā lọ̄ | b. | ṣ·́ẹ̄ lọ̄ | bẹ́ẹ̀nī ā lọ̄ |
| | ā lọ̄ | ẹ̄ lọ̄ | | | |

2. First and second persons, singular and plural.

| | | | | | |
|---|---|---|---|---|---|
| a. | ẹ̄ lọ̄ | ā lọ̄ | b. | ṣ·́ō lọ̄ | bẹ́ẹ̀nī mō lọ̄ |
| | ā lọ̄ | ẹ̄ lọ̄ | | ṣ·́ẹ̄ lọ̄ | bẹ́ẹ̀nī ā lọ̄ |
| | mō lọ̄ | ō lọ̄ | | | |
| | ō lọ̄ | mō lọ̄ | | | |

3. Assimilated vs. non-assimilated pronunciations.

| | |
|---|---|
| ṣ·́ō lọ̄ | ṣé ō lọ̄ |
| ṣ·́ẹ̄ lọ̄ | ṣé ẹ̄ lọ̄ |
| ṣé ō lọ̄ | ṣ·́ō lọ̄ |
| ṣé ẹ̄ lọ̄ | ṣ·́ẹ̄ lọ̄ |

D. Supplementary material

1. Days of the week.

| | |
|---|---|
| ọ̄jọ́ ▾jímộ / ọ̄jọ́ ẹtì | Friday |
| ọ̄jọ́ ▾sátīdé / sátīdé | Saturday |
| ọ̄jọ́ ˋsīnmī / ọ̀sẹ̀ | Sunday |
| ọ̄jọ́ kīní ọ̀sẹ̀ / mọ́ńdê | Monday |
| ọ̄jọ́ kéjì ọ̀sẹ̀ | Tuesday |
| ọ̄jọ́ kẹ́tā ọ̀sẹ̀ | Wednesday |
| ọ̄jọ́ kẹ́rīn ọ̀sẹ̀ / àlàmǐsî | Thursday |

Other words are sometimes used for the days of the week, but these are probably the most widely known.

| | | |
|---|---|---|
| ọ̄jọ́ ▾jímộ | ṣˋō lọ̄ sọ́jâ lọ́jọ́ ▾jímộ | Did you go to the market on Friday? |
| | rárá. sátīdé nī mō lọ̄ | No, Saturday was [when] I went. |
| sátīdé | ṣˋō lọ̄ sọ́jâ nī sátīdé | Did you go to the market on Saturday? |
| | rárá. ọ̄jọ́ ˋsīnmī nī mō lọ̄ | No, Sunday was [when] I went. |

etc.

Use each of the other days of the week in the first of these two sentences. In the second sentence of each pair, use the name of the following day.

Compare the deliberate and casual equivalents:

ní ọ̄jọ́ ▾jímộ lọ́jọ́ ▾jímộ 'on Friday'

Again, the high tone of the verb (here, ní) is found both in deliberate and in casual style. The vowel quality i, present in the deliberate form, is absent in the casual. Note that this apparent 'loss' of a mora is possible only when the following word begins with a vowel. No elision is possible, for example, with sátīdé, for which deliberate and casual styles both have nísátīdé.

2. 'Elision' with nī.

| | |
|---|---|
| ṣ'ẹ̄ lọ̄ sọ́jâ lọ́jọ́ ▾jímộ | Did you (pl. or respectful) go...? |
| rárá. sátīdé lā·lọ̄ | No, we went on Saturday. |

As in the preceding exercise, substitute pairs of consecutive day-names in these two sentences.

Compare the deliberate and casual equivalents:

| | | |
|---|---|---|
| nī ā lọ̄ | lā·lọ̄ | 'was [when] we went' |

The 'elision' which is represented by these plural forms does not take place in the singular because the subject pronoun mō begins with a consonant.

## UNIT 3

### A. BASIC DIALOGUE: 'Good evening'

A

| | | |
|---|---|---|
| ìrọ̀lẹ̌ | | evening |
| ẹ̄kúrọ̀lẹ̌ ō | Ẹkúrọ̀lẹ́ o! | Good evening. |

B

| | | |
|---|---|---|
| ō▾ | Õ. | (courteous response to a number of different greetings) |

A

| | | |
|---|---|---|
| àárộ | | morning |

| | | |
|---|---|---|
| ṣ́ō lọ̄ sọ́jâ lâárộ | Ṣe o lọ si ọjà ni arọ? | Did you go to the market [in] the morning? |
| | B | |
| ẹ̄n̄ mō lọ̄ | Ẹn, mo lọ. | Yes, I went. |
| | A | |
| tà | | sell |
| ṣ́ō tà | Ṣe o tà? | Did you sell? |
| | B | |
| bẹ́ẹ̀nī mō tà | Bẹ̃ni, mo ta. | Yes, I did. |

B. NOTES

1. Tone classes of verbs: low *vs*. mid.

| Compare these forms: | | |
|---|---|---|
| | mō lọ̄ | 'I went' |
| | mō tà | 'I sold' |

The verb stem meaning 'sell' is tà. Notice that it has low tone in the position between mō (or any subject element) and the end of the sentence. In this same environment, lọ̄ 'go' has mid tone.

We will find that each verb stem has its own 'basic' tone, and that the 'basic' tone of any verb will be the one which is used in the environment between mō 'I' and the end of the sentence. Verb stems have their basic tones in some other environments also, but not in all. Grouping verb stems according to their 'basic' tones makes it easier to keep track of the tones that they have in other environments.

2. Alternation of low and falling tones, in *sọ́jâ*.

The form for 'market' is given above as *ọ̄jà*, but the contraction with *sí* has the tones *sọ́jâ*. In the latter word, the first syllable has the high tone of *sí*. The syllable *ja* has low tone in one instance but falling tone in the other. Quite frequently, but not always, syllables which have low tone in most environments will be found to have falling tone when they stand immediately after a syllable with high or rising tone.

Notice, in fact, that for words of two syllables, falling tone occurs only on the second syllable, in words that have high tone on the first syllable. Low level tone does not occur under those circumstances. Low and falling tones do however contrast with one another in some other environments.

C. *Exercises*.

Practice the following pairs of expressions so that when you hear the first you can respond immediately with the second.

1. Subject elements with a low verb.

| | | | | | |
|---|---|---|---|---|---|
| a. | mō tà | ō tà | b. | ṣ́·ō tà | bẹ́ẹ̀nī mō tà |
| | ō tà | mō tà | | ṣ́·ẹ̄ tà | bẹ́ẹ̀nī ā tà |
| | ẹ̄ tà | ā tà | | | |
| | ā tà | ẹ̄ tà | | | |

2. Assimilated *vs*. non-assimilated pronunciations.

| | | | | | |
|---|---|---|---|---|---|
| a. | ṣ́·ō tà | ṣé ō tà | b. | ṣé ō tà | ṣ́·ō tà |
| | ṣ́·ẹ̄ tà | ṣé ẹ̄ tà | | ṣé ẹ̄ tà | ṣ́·ẹ̄ tà |

3. Mid verb vs. low verb.

| | | | | | |
|---|---|---|---|---|---|
| a. | mō lọ̄ | mō tà | b. | mō tà | mō lọ̄ |
| | ō lọ̄ | ō tà | | ō tà | ō lọ̄ |
| | ẹ̄ lọ̄ | ẹ̄ tà | | ẹ̄ tà | ẹ̄ lọ̄ |
| | ạ̄ lọ̄ | ā tà | | ā tà | ā lọ̄ |

D. Supplementary material: Some greetings, and the words on which they are based.

| | |
|---|---|
| ọ̀sǎn | 'afternoon' |
| ìrọ̀lẹ̌ | 'early evening' |
| àárộ | 'morning' |
| ālẹ́ | 'late evening' |
| ànǎ | 'yesterday' |
| àbọ̀ | 'return (noun)' |

Practice the following sets of related expressions:

| isolated word | greeting | greeting plus ō |
|---|---|---|
| ọ̀sǎn | ẹ̄káˋsǎn | ẹ̄káˋsǎn ō |
| ìrọ̀lẹ̌ | ẹ̄kúˣrọ̀lẹ̌ | ẹ̄kúrọ̀lẹ̌ ō |
| àárộ | ẹ̄káàrộ | ẹ̄káàrộ ō |
| ālẹ́ | ẹ̄ká˅lẹ́ | ẹ̄ká˅lẹ́ ō |
| àbọ̀ | ẹ̄káˣbọ̀ | ẹ̄ká˙bọ̀ ō |

The first four of the above greetings are for specific times of day. But Yoruba greetings are not limited by the clock; there is an appropriate one for almost any occasion. The fifth, above, is used to a person when he returns from somewhere.

Here are two more, based on words which we have already met.

| | | |
|---|---|---|
| īlé | ẹ̄kúꜜlé | ẹ̄kúꜜlé ō |
| īṣẹ́ | ẹ̄kúꜜṣẹ́ | ẹ̄kúꜜṣẹ́ ō |

Two expressions for leave-taking are based on the words àbọ̀ 'return' and ìgbà 'time':

| | | |
|---|---|---|
| àbọ̀ | ódābọ̀ | ódābọ̀ ō |
| ìgbà | ódīgbà | ódīgbàō |

## UNIT 4

### A. BASIC DIALOGUE: 'Excuse me. What is this?'

A

| | | |
|---|---|---|
| àgò ōꜜ | Àgõ. | Excuse me. |

B

| | | |
|---|---|---|
| yà | | turn aside |
| àgòǀyà ō | Àgò yà o. | ('You are excused.') |

A

| | | |
|---|---|---|
| kínī | | what? |
| èyǐ | | this |
| kínîyǐ | Kini èyi? | What is this? |

B

| | | |
|---|---|---|
| àpǒtí | | box |

| | | |
|---|---|---|
| àpǒtí nī | Àpotí ni. | It's a box. |
| | A | |
| àpǒtí ▾kínī | Àpotí kini? | What kind of box? |

B. NOTES

1. nī in a 'naming construction.'

Notice the utterance: àpǒtí nī 'it is a box'

The construction which consists of a noun followed by ni is a 'naming construction,' corresponding partially to the English 'it is a ______________.'

2. Extra mora before ▾kínī.

Compare the phrases: àpǒtí nī 'it is a box'

àpǒtí ▾kínī 'what kind of box?'

The word which corresponds to English 'what kind of?' when it is used alone or at the beginning of a phrase, is pronounced kínī. This is also the way in which it is customarily written in all positions. It will be helpful, however, if we think of this word as being basically ▾kínī. The symbol ▾ stands for a unit of vowel duration which has mid tone. It is always of the same vowel quality as the preceding vowel.

3. Tone classes of nouns.

The exercises introduce nine new nouns. Notice that nouns which are alike in tone when pronounced alone are also alike in tone when used in other contexts.

4. 'Smoothing' of the rising tone before mid tone when there is no intervening consonant.

Notice the tones of the syllable we in:

ìwě ìwě nī ìwé ꜜkínī

Concerning the tone of the second syllable of iwe before ꜜ, see p. 53.

5. The meaning of àgò.

The word àgò is used when asking others to make way for one, or instead of knocking at the door of a house. Abraham (p.30) explains yà in àgòꜜyà ō as meaning that 'the necessity for saying àgò has been removed'.

The tone of the second syllable of ago need not concern us here. Neither of the tone changes exemplified in this dialogue is arbitrary, however; each is paralleled by countless other forms in Yoruba.

C. Exercises.

Practice the following pairs of expressions so that when you hear either member of a pair you can respond immediately with the other member. Practice each of the three groups separately at first. Then combine them.

1. Noun plus ni.

a. 'Low-rise nouns'

| | | | |
|---|---|---|---|
| ìwě | 'book | ìwě nī | 'it is a book' |
| ọ̀pǎ | 'walking stick' | ọ̀pǎ nī | etc. |
| kẹ̀kẹ̌ | 'bicycle' | kẹ̀kẹ̌ nī | |

b. 'Low-low nouns'

| | | |
|---|---|---|
| ẹ̀wù | 'shirt' | ẹ̀wù nī |
| bàtà | 'shoe' | bàtà nī |
| ọ̀kọ̀ | 'spear' | ọ̀kọ̀ nī |

c. 'Low-mid nouns'

| | | |
|---|---|---|
| ọ̀bẹ̄ | 'knife' | ọ̀bẹ̄ nī |
| ìbọ̄n | 'gun' | ìbọ̄n nī |
| ọ̀bọ̄ | 'monkey' | ọ̀bọ̄ nī |

2. Nouns with ▾kínī. Remember to practice each group separately at first.

a. 'Low-rise nouns'

| | |
|---|---|
| ìwě | ìwě ▾kínī |
| ọ̀pǎ | ọ̀pǎ ▾kínī |
| kẹ̀kẹ̌ | kẹ̀kẹ̌ ▾kínī |

b. 'Low-mid nouns'

| | |
|---|---|
| ọ̀bẹ̄ | ọ̀bẹ̄ ▾kínī |
| ìbọ̄n | ìbọ̄n ▾kínī |
| ọ̀bọ̄ | ọ̀bọ̄ ▾kínī |

c. 'Low-low nouns'

| | |
|---|---|
| ẹ̀wù | ẹ̀wù ▾kínī |
| bàtà | bàtà ▾kínī |
| ọ̀kọ̀ | ọ̀kọ̀ ▾kínī |

3. Nouns with ni vs. nouns with ▾kíni.

| | | |
|---|---|---|
| a. | ìwě nī | ìwě ▾kínī |
| | ọ̀pǎ nī | ọ̀pǎ ▾kínī |
| | kẹ̀kẹ̌ nī | kẹ̀kẹ̌ ▾kínī |

| | | |
|---|---|---|
| b. | ọ̀bẹ̄ nī | ọ̀bẹ̄ ▾kínī |
| | ìbọ̄n nī | ìbọ̄n ▾kínī |
| c. | ẹ̀wù nī | ẹ̀wù ▾kínī |
| | bàtà nī | bàtà ▾kínī |
| | ọ̀kọ̀ nī | ọ̀kọ̀ ▾kínī |

D. Supplementary material.

1. Miscellaneous useful nouns.

| | |
|---|---|
| ā́ṣọ̄ | 'cloth' |
| ìṣīrò | 'counting, arithmetic' |
| yōrùbǎ | 'Yoruba' |
| àwọ̀tẹ́lệ | 'article of clothing worn under another' |
| Īlé ̀wě | 'school' |
| āgbádá | 'man's outer garment' |
| Īṣẹ́ | 'work' |

| | | |
|---|---|---|
| àpǒtí | àpǒtí nī | |
| | àpǒtí ▾kínī | |
| | àpǒtí āṣọ̄ nī | 'it's a clothes box' |
| | àpǒtí ìwě nī | 'it's a book box' |
| ìwě | ìwě nī | |
| | ìwě ▾kínī | |
| | ìwě ìṣīrò nī | 'it's an arithmetic book' |
| | ìwě ▾yōrùbǎ nī | 'it's a Yoruba book' |

| | | |
|---|---|---|
| ẹ̀wù | ẹ̀wù nī | |
| | ẹ̀wù ˇkínī | |
| | ẹ̀wù àwọ̀tẹ́lệ nī | 'its an undergarment' (not necessarily underwear) |
| | ẹ̀wù āgbádá nī | 'it's an *agbádá*' |
| | ẹ̀wu īṣẹ́ nī | 'it's a garment for work' |
| bàtà | bàtà nī | |
| | bàtà ˇkinī | |
| | bàtà ˇṣẹ́ nī | 'they are work shoes' |

Practice these 3-line conversations until you can go through each after hearing its cue word.

The final sentence in each of these sets contains a construction which consists of one noun (e.g. *àpǒtí*) followed by another (e.g. *āṣọ̄*). Notice that in this construction elision does not take place (i.e. no mora is lost as we go from full form to casual form). Assimilation of vowel quality may or may not take place. It is more likely to take place when the particular combination of nouns happens to be a frequent one.

## UNIT 5

A. BASIC DIALOGUE: 'How are you doing?... Did you sell the knife?....'

A

| | | |
|---|---|---|
| èwō | | what? which? |
| ṣē | | do, make |
| èwō lẹ̄ˇ ṣē | Èwo ni ẹ ṣē? | How are you doing? |

3

B

| | | |
|---|---|---|
| tī | | own (a possessive word) |
| ōlúwā | | lord |
| ā ṣē tōlúwā | A ṣe ti oluwa. | We do God's [will]. |

A

| | | |
|---|---|---|
| sí | | there is (used only negatively) |
| ìyọ̄nū | | trouble |
| ṣé kô sǐyọ̍nū | Ṣe ko si ìyọnu. | I hope there is no trouble. |

B

| | | |
|---|---|---|
| rárá | rárá | not at all |
| kò sǐyọ̍nū rárá | Kò siyọnū rara. | There is no trouble at all. |

A

| | | |
|---|---|---|
| ọ̀bẹ̄ | | knife |
| náà | | the, that |
| ṣẹ́ꜜ tọ̀bẹ̄ náà | Ṣe ẹ tà ọbẹ na? | Did you sell that knife? |

B

| | | |
|---|---|---|
| ẹ̄nꜜ | Ẹn. | Yes. |

B. NOTES

1. Literal meaning of ā ṣē tōlúwā.

The reply āṣētōlúwā means literally 'we do God's [will].'

2. Elision between verb and object.

Compare the phrases: mō tọ̀bẹ̄ 'I sold a knife'
mō tà ọ̀bẹ̄

These are two pronunciations of what is, in some sense, 'the same' utterance. Notice that the first pronunciation differs from the second in two ways: (1) there is no vowel of the quality *a* in the first, and (2) the first is three vowels long, while the second is four vowels long. We may say, then, that both the vowel quality and the length of the verb stem are 'lost' as we go from the more deliberate to the more casual style of pronunciation. This relationship between two equivalent utterances we shall call 'elision.' Compare 'elision' with 'assimilation' (Unit 1), in which the quality of a vowel is changed, but its length is preserved. A cover term for both 'elision' and 'assimilation' is 'contraction.'

3. Quasi-automatic change of high tone to rise after low.

Notice the tones of the syllable *si*:

| | |
|---|---|
| sí | (citation form of the verb) |
| kò sǐyọnū | 'there is no trouble' |

The same word *si* has high tone in one set of environments, but rising tone in another set. Frequently, but not always, syllables which have high tone in most environments have rising tone when they stand immediately after a syllable with low or falling tone.

Notice that in disyllabic nouns, rising tone occurs almost exclusively on the second syllable, and in words which have low tone on the first syllable. High level tone does not occur under these circumstances. High and rising tones do however contrast with one another in some environments. The word *àwọ̀tẹ́lệ* is unusual in that it contains an instance of high tone immediately after low.

## C. Exercises.

Practice the pairs of expressions in the first two columns so that when you hear either member of a pair you can respond immediately with the other member.

1. Noun vs. elided phrase

'did you sell that piece of clothing?'

| | | | |
|---|---|---|---|
| a. | ẹ̀wù | ṣ·́ẹ̄tẹ̀wùnǎà | ṣé ẹ̄tā ẹ̀wù náà |
| | ọ̀kọ̀ | ṣ·́ẹ̄tọ̀kọ̀nǎà | ṣé ẹ̄tā ọ̀kọ̀ náà |
| | ẹ̀pà | ṣ·́ẹ̄tẹ̀pànǎà | ṣé ẹ̄tā ẹ̀pà náà |
| b. | ọ̀bẹ̄ | ṣ·́ẹ̄tọ̀bẹ̄náà | ṣé ẹ̄tā ọ̀bẹ̄ náà |
| | ìbọ̄n | ṣ·́ẹ̄tàbọ̄nnáà | ṣé ẹ̄tā ìbọ̄n náà |
| | àtẹ̄ | ṣ·́ẹ̄tàtẹ̄náà | ṣé ẹ̄tā àtẹ̄ náà |
| c. | òwǔ | ṣ·́ẹ̄tòwǔnáà | ṣé ẹ̄tā òwǔ náà |
| | ọ̀kẹ̌ | ṣ·́ẹ̄tọ̀kẹ̌náà | ṣé ẹ̄tā ọ̀kẹ̌ náà |
| | ọ̀pǎ | ṣ·́ẹ̄tọ̀pǎnáà | ṣé ẹ̄tā ọ̀pǎ náà |

2. Elided vs. non-elided styles (columns 2 and 3, above)

   a. Listen to items from columns 2 and 3. Identify each as 'deliberate' or 'casual.'

   b. Give casual equivalents for deliberate forms of these phrases, and deliberate equivalents for casual forms.

D. Supplementary material: Some modifiers of nouns.

| | | |
|---|---|---|
| 1. | ẹ̀wō | 'which?' |
| | ẹ̀yǐ | 'this, these' |
| | dúdú | 'black' |
| | pūpā | 'brown, red' |
| | fūnfūn | 'white' |
| | sálúba̽tà | 'sandals' |

| | | |
|---|---|---|
| bàtà | mō fẹ́ ˊ rā bàtà | 'I want to buy some shoes' |
| | bàtà wō | 'which shoes?' |
| | bàtà dǔdú yǐ | 'these black shoes' |
| | bàtà pūpā yǐ | 'these brown shoes' |
| | bàtà fūnfūn yǐ | 'these white shoes' |
| | sálúba̽tà yǐ | 'these sandals' |
| ẹ̀wù | mō fẹ́ˊ rẹ̽wù | mō fẹ́ ˊrā ẹ̀wù |
| | ẹ̀wù wō | |
| | ẹ̀wù fūnfūn yǐ | |
| | ẹ̀wù pūpā yǐ | |
| | ẹ̀wù dǔdú yǐ | |

| | | | |
|---|---|---|---|
| 2. | bàtà | mō fẹ́ ba̽tà pūpā | mō fẹ́ ba̽tà pūpā |
| | fìlà | mō fẹ́ fi̽là pūpā | mō fẹ́ fi̽là pūpā |
| | ẹ̀wù | mō fẹ́wû pūpā | mō fẹ́ ẹ̀wù pūpā |

3. bàtà ṣ́ō fẹ́ ba̽tà pūpā rárá. mō fẹ́ bàtà dǔdú
fìlà ṣ́ō fẹ́ fi̽là pūpā rárá. mō fẹ́ fìlà dǔdú
ẹ̀wù ṣ́ō fẹ́wû pūpā rárá. mō fẹ́ ẹ̀wù dǔdú

## UNIT 6

A. BASIC DIALOGUE: 'I want to buy a book'

| | | |
|---|---|---|
| | A | |
| fẹ́ | | want |
| rà | | buy |
| ìwě | | book |
| mō fẹ́ˊ râwě | Mo fẹ ra ìwe. | I want to buy a book. |
| | B | |
| èlǒ | | how much? |
| èlǒ nī | Èlo ni? | How much is it? |
| | A | |
| ṣílê | | shilling |
| ọ̀kān | | one |
| ṣílê kān | Ṣilè kan. | One shilling. |
| | B | |
| mō rà kān lánǎ | Mo ra kan ni ana. | I bought one yesterday. |
| | A | |
| èlǒ lō▾ràˊ | Èlo ni o raa? | How much did you pay [for] it? |

B

|  |  |  |
|---|---|---|
| sísî |  | sixpence |
| sísî | Sisi. | Sixpence. |

## B. NOTES.

1. Elision involving i.

Compare the forms:

|  |  |
|---|---|
| mō fẹ́ˑ́ rộbẹ̄ | 'I want to buy a knife' |
| mō fẹ́ˊ rā ọ̀bẹ̄ | 'I want to buy a knife' |

Again, as in Unit 5, we find assimilation between the final vowel of the verb and the first vowel of its noun object. In this example, it is the vowel of the verb stem rà which is lost. What remains is identical with the initial vowel of the noun object in quality and in tone.

Now compare these additional forms:

|  |  |
|---|---|
| mō fẹ́ˑ́râwě | 'I want to buy a book' |
| mō fẹ́ˑ́ rā ìwě | 'I want to buy a book' |

Here again, complete loss of a unit of vowel length takes place as we go from deliberate to casual style, but the quality of the vowel that remains is that of the verb stem, not of the first syllable of the noun object. This happens when the first syllable of the noun object is i- .

2. Low verb before an object in deliberate style has mid tone.

Compare the phrases:

|  |  |
|---|---|
| mō rā ìwě | 'I bought a book' |
| mō ràwě | 'I bought a book' |

When a low verb (e.g. rà) is used before a noun object in the deliberate style (i.e. with no contraction), it has mid tone.

3. Notice the phrase:

èlǒ lō▾rà·́ 'How much did you pay for it?'

The internal structure of this phrase will not be the subject of drills at this stage.

C. Exercises.

1. Tones of a low verb in contracted vs. uncontracted phrases.

| | | | |
|---|---|---|---|
| ìwě | 'book' | mō ràwě | mō rā ìwě |
| ìlù | 'drum' | mō ràlù | mō rā ìlù |
| ìdè | 'fetter' | mō ràdè | mō rā ìdè |
| ìbọ̄n | 'gun' | mō ràbọ̄n | mō rā ìbọ̄n |

Practice the above material, two columns at a time, so that when you hear either member of a pair of synonymous utterances, you can respond immediately with the other:

Columns 1 and 2
Columns 2 and 3
Columns 3 and 2

2. Now do the same with these three columns.

| | | | | |
|---|---|---|---|---|
| a. | ọ̀pǎ | 'walking stick' | ā rọ̀pǎ | ā rā ọ̀pǎ |
| | ọ̀kẹ̌ | 'large bag' | ā rọ̀kẹ̌ | ā rā ọ̀kẹ̌ |
| | ìwě | 'book' | ā ràwě | ā rā ìwě |
| b. | ọ̀bẹ̄ | 'knife' | ā rọ̀bẹ̄ | ā rā ọ̀bẹ̄ |
| | ọ̀bọ̄ | 'monkey' | ā rọ̀bọ̄ | ā rā ọ̀bọ̄ |
| | ìbọ̄n | 'gun' | ā ràbọ̄n | ā rā ìbọ̄n |

| | | | | |
|---|---|---|---|---|
| c. | ẹ̀wù | 'shirt' | ā rẹ̀wù | ā rā ẹ̀wù |
| | ọ̀kọ̀ | 'spear' | ā rọ̀kọ̀ | ā rā ọ̀kọ̀ |
| | ìlù | 'drum' | ā ràlù | ā rā ìlù |

D. Supplementary material: Some additional modifiers of nouns.

1.

| | |
|---|---|
| īrú | 'kind, sort' |
| gígûn<br>gúngûn | 'long, tall' |
| kúkúrú<br>kíkúrú | 'short' |
| dídárā | 'good' |
| ọ̄mọ̄ | 'child' |
| ōbìnrīn | 'woman' |
| ọ̄kùnrīn | 'man' |
| īrīn | 'steel, iron' |

| | | |
|---|---|---|
| mō fẹ́´rộbẹ̄ | mō fẹ́ rā ọ̀bẹ̄ | 'I want to buy a knife' |
| ọ̀bẹ̄ ▾rú wo̍ | ọ̀bẹ̄ īrú èwō | 'what kind of knife?' |
| ọ̀bẹ̄ gígûn | | 'a long knife' |
| ọ̀bẹ̄ kúkúrú | | 'a short knife' |
| ọ̀bẹ̄ dídárā | | 'a good knife' |
| ọ̀bẹ̄ īrīn | | 'a steel knife' |

2.

| | |
|---|---|
| ọ̄mọ̄wo̍ lō▾ rí | 'which child did you see?' |
| ọ̄mọ̄ bìnrīn | 'a girl' |
| ọ̄mọ̄ kùnrīn | 'a boy' |

| | |
|---|---|
| ọ̄mọ̄ dídúrā | 'a good child' |
| ọ̄mọ̄ kúkúrú | 'a short child' |
| ọ̄mọ̄ gígûn | 'a tall child' |

## UNIT 7

A. BASIC DIALOGUE: 'He got a pair of shoes'

| | | |
|---|---|---|
| | A | |
| gbà | | get, receive, accept |
| ó gbā bàtà kān | Ó gba bàtà kan. | He got a pair of shoes. |
| | B | |
| tānī | | who? |
| tānī | Tani? | Who? |
| | A | |
| òjǒ | | Ojo (proper name) |
| òjǒ | Òjo. | Ojo. |
| | B | |
| mō gbà kān | Mo gba ọkan. | I got one. (i.e. a pair) |
| | A | |
| ṣ́·ō gbā bàtà·rẹ̄ | Ṣe o gba bàtà rẹ? | Did you get your shoes? |
| | B | |
| mō gbā bàtà lâárộ | Mo gba bàtà ni ãrọ. | I got shoes this morning. |

B. NOTES.

1. Third singular subject pronoun, ó̲

Compare these sentences:

| | |
|---|---|
| ó gbā bàtà kān | 'he got a pair of shoes' |
| ō gbā bàtà kān | 'you got a pair of shoes' |

The element which stands for third person singular subject is ó̲. Notice that this differs only in its tone from the element which stands for second person singular subject. It corresponds to English 'he, she, it'.

2. Low verbs have mid tone before objects that begin with consonants.

Notice the tone of the verb stem in the above sentences. Verbs with low 'basic' tone have mid tone before noun objects that begin with a consonant.

3. s̩̲é̲ assimilated to second singular, but elided with third singular.

Compare the following phrases:

| | |
|---|---|
| s̩ó rā bàtà | 'did he buy shoes' |
| s̩ˊ·ō rā bàtà | 'did you buy shoes?' |

In casual style, the question particle s̩̲é̲ is assimilated in vowel quality to the second person singular subject element ō̲, but its length and tone remain. With the third person singular element ó̲, however, the same s̩̲é̲ undergoes elision, and its quality, length and tone are all lost.

4. The 'X' tone: High Low Low becomes High High Low.

Compare the tones of these two phrases:

a. ótâ (¯ \) 'he sold'

b. ó tā fìlà (¯ - _ _) 'he sold a hat'

c. ó tā ẹ̀wù (¯ - _ _) 'he sold a shirt'

d. ó tẹ́wù (¯¯ _ ) or (¯ _ _) or (¯ \ _) 'he sold a shirt'

e. ō tẹ̀wù (- _ _) 'you sold a shirt'

In Line (d), we might expect the tonal sequences ˊˋˋ (¯ _ _) or ˊˆˋ (¯ \ _). Instead, for some speakers we have ˊˊˋ (¯¯ _). In general, we will find that where the 'basic' tones are ˊˋˋ..., the actual tones used are ˊˊˋ. The special tonal symbol ˣ will be used to represent this range of interdialectal variation.

C. Exercises.

1. Elision of sé and ó.

| | | | |
|---|---|---|---|
| bàtà | 'shoe' | ṣó rā bàtà | ṣé ó rā bàtà |
| fìlà | 'hat' | ṣó rā fìlà | ṣé ó rā fìlà |
| ṣòkòtò | 'trousers' | ṣó rā ṣòkòtò | ṣé ó rā ṣòkòtò |

| | | | |
|---|---|---|---|
| 2. rà | 'buy' | ṣó rā bàtà | ṣé ó rā bàtà |
| tà | 'sell' | ṣó tā bàtà | ṣé ó tā bàtà |
| gbà | 'get' | ṣó gbā bàtà | ṣé ó gbā bàtà |

3. Substitution of verbs and noun objects, casual style.

Substitute the words in the left-hand column, in the order in which they are given.

| | | |
|---|---|---|
| ↓ | ó rā bàtà | 'he bought shoes' |
| tà | ó tā bàtà | 'he sold shoes' |
| gbà | ó gbā bàtà | 'he got shoes' |
| fìlà | ó gbā fìlà | 'he got a hat' |
| ọ̀kẹ̌ | ó gbộkẹ̌ | 'he got a large bag' |
| ìwě | ó gbâwě | 'he got a book' |
| tà | ó tâwě | 'he sold a book' |
| ẹ̀wù | ó tẹ̽wù | 'he sold a garment' |
| ọ̀kọ̀ | ó tọ̽kọ̀ | 'he sold a spear' |
| ìlù | ó ta̽lù | 'he sold a drum' |
| rà | ó ra̽lù | 'he bought a drum' |
| ọ̀bẹ̄ | ó rộbẹ̄ | 'he bought a knife' |
| ìbọ̄n | ó râbọ̄n | 'he bought a gun' |

4. This is an exercise in differentiating between second and third person singular subjects. Practice giving the second member of each pair of expressions in response to the first.

| | |
|---|---|
| ó rā bàtà | ó rā bàtà |
| ō rā bàtà | mō rā bàtà |
| ó râwě | ó râwě |
| ō ràwě | mō ràwě |
| ó gbâwě | ó gbâwě |
| ō gbàwě | mō gbàwě |

|  |  |
|---|---|
| ó gbẹ̽wù | ó gbẹ̽wù |
| ō gbẹ̀wù | mō gbẹ̀wù |

D. Supplementary material: Some additional modifiers of nouns.

| Verb |  | Adjective |
|---|---|---|
| tūntūn | 'new' | tītūn |
| tóbī | 'big' | títóbī |
| gbó | 'old' | gbígbó |
| wọ́n | 'dear, expensive' | wíwọ́n |
| dínwó | 'cheap' | dídínwó |

|  |  |
|---|---|
| dín | 'to make smaller' |
| ōwó | 'money' |

1.

mō gbàwě ka̍n    mō gbā ìwě ka̍n    I received one book.

|  |  |  |  |
|---|---|---|---|
| tūntūn | ṣó tūntūn | ṣé tītūn nī | ṣéyǐtótūntūnnī |
| tóbī | ṣó tóbī | ṣé títóbī nī | ṣéyǐtótóbīnī |
| gbó | ṣó gbó | (ṣé gbígbó nī) | ṣéyǐtógbónī |
| wọ́n | ṣó wọ́n | ṣé wíwọ́n nī | ṣéyǐtówọ́nnī |
| dínwó | ṣó dínwó | ṣé dídínwó nī | ṣéyǐtódínwónī |

The forms in the first column are verbs. Those in the second column are questions containing those verbs, with the third singular subject pronoun ó. The third column contains adjectives derived from the corresponding verbs, according to the following formula:

Verb $C_1V_1\ldots$    Adjective $C_1\underline{\acute{i}}C_1V_1\ldots$

The items in Column 4 in effect contain relative clauses. The relative particle tí is elided with the third singular subject pronoun ó, which is followed by the adjective plus nī.

2. Verb plus $C_1$í functioning as a noun modifier.

| | | |
|---|---|---|
| wọ́n | ā rẹ̀wù tǒ wọ́n | ā rā ẹ̀wù tí ó wọ́n |
| dínwó | ā rẹ̀wù tǒ dínwó | ā rā ẹ̀wù tí ó dínwó |
| tóbī | ā rẹ̀wù tǒ t⌐́bī | ā rā ẹ̀wù tí ó tóbī |
| tūntūn | ā rẹ̀wù tǒ tūntūn | ā rā ẹ̀wù tí ó tūntūn |

| | | | |
|---|---|---|---|
| 3. | ↓ | ā rẹ̀wù tǒ tūntūn | ā rā ẹ̀wù tí ó tūntūn |
| | tóbī | ā rẹ̀wù tǒ tóbī | ā rā ẹ̀wù tí ó tóbī |
| | bàtà | ā rābàtà tǒ tóbī | ā rā bàtà tí ó tóbī |
| | wọ́n | ā rābàtà tǒ wọ́n | ā rā bàtà tí ó wọ́n |
| | ọ̄kọ̀ | ā rọ̄kọ̀ tǒ wọ́n | ā rā ọ̄kọ̀ tí ó wọ́n |
| | dínwó | ā rọ̄kọ̀ tǒ dínwó | ā rā ọ̄kọ̀ tí ó dínwó |
| | ìbọ̄n | ā ràbọ̄n tó dínwó | ā rā ìbọ̄n tí ó dínwó |
| | tūntūn | ā ràbọ̄n tó tūntūn | ā rā ìbọ̄n tí ó tūntūn |
| | ẹ̀wù | ā rẹ̀wù tǒ tūntūn | ā rā ẹ̀wù tí ó tūntūn |

## UNIT 8

A. BASIC DIALOGUE: 'What did Ojo buy?'

A

| | | |
|---|---|---|
| kílôjǒ râ | Kini Òjo rà? | What did Ojo buy? |

B

| | | |
|---|---|---|
| ọ̄kọ́ | | hoe, spade |
| ó rọ̄kọ́ | O ra ọkọ́. | He bought a hoe. |

| | | |
|---|---|---|
| | A | |
| èlǒ ló rà́? | Èlo ni o rã? | How much did he pay for it? |
| | B | |
| márǔn | | five |
| ṣílê mǎrǔn | Ṣile marun. | Five shillings. |
| | A | |
| wọ́n | | expensive |
| ó wọ́n | Ó wọ́n. | That's expensive. |

B. NOTES.

1. Elision of mid verbs before a noun object that begins with a vowel.

Compare the expressions:

| | | | |
|---|---|---|---|
| mō rọ̀kọ̀ | 'I bought a spear' | (ọ̀kọ̀ | 'spear') |
| mō rọ̄kọ́ | 'I bought a spade' | (ọ̄kọ́ | 'hoe, spade') |

In casual style, the quality, length and tone of the vowel of the verb stem are all lost before a noun object beginning with mid tone, just as they were (Unit 5) before a noun object beginning with a low tone.

2. A low verb in deliberate style followed by a mid tone initial vowel has mid tone.

| | |
|---|---|
| mō rā ọ̀kọ̀ | 'I bought a spear' |
| mō rā ọ̄kọ́ | 'I bought a spade' |

In deliberate style (i.e. where neither assimilation nor elision takes place) the tone of a 'basically' low verb before a noun object that begins with mid tone is mid.(cf. Unit 6)

3. *ni* plus most vowels becomes *l*.

Compare the casual and delibèrate forms:

kíní̄ òjǒ...   kílôjǒ...

There are in Yoruba a number of different elements all of which are spelled *ni*. When one of these stands in deliberate style before a vowel other than *i*, then the corresponding utterance in casual style has *l* in place of *ni*. The tone of the remaining vowel follows the rules for verb tones.

## C. Exercises

1. Some useful nouns that begin with mid tone.

a. mid-high

| | | | |
|---|---|---|---|
| ọ̄kọ́ | 'hoe, spade' | ā rọ̄kọ́ | ā rā ọ̄kọ́ |
| ōdó | 'mortar' | ā rōdó | ā rā ōdó |
| īlá | 'okra' | | ā rā īlá |
| īgbá | 'calabash' | ā rāgbá | ā rā īgbá |

b. mid-mid

| | | | |
|---|---|---|---|
| ẹ̄yīn | 'egg' | ṣ'́ō rẹ̄yīn | ṣé ō rā ẹ̄yīn |
| ēpō | 'oil' | ṣ'́ō rēpō | ṣé ō rā ēpō |
| ẹ̄jā | 'fish' | ṣ'́ō rẹ̄jā | ṣé ō rā ẹ̄jā |
| īṣū | 'yam' | ṣ'́ō rāṣū | ṣé ō rā īṣū |

c. mid-low

| | | | |
|---|---|---|---|
| ẹ̄yìn | 'palm nuts' | ṣ'́ẹ̄ rẹ̄yìn | ṣé ẹ̄ rā ẹ̄yìn |
| ọ̄bẹ̀ | 'soup' | ṣ'́ẹ̄ rọ̄bẹ̀ | ṣé ẹ̄ rā ọ̄bẹ̀ |
| āwò | 'spectacles' | ṣ'́ẹ̄ rāwò | ṣé ẹ̄ rā āwò |
| īyọ̀ | 'salt' | ṣ'́ẹ̄ rāyọ̀ | ṣé ẹ̄ rā īyọ̀ |

2. Second person singular subject *vs*. third person singular subject. Practice the following pairs so that when you hear *either member* of a pair, you can respond immediately with the other.

| | | |
|---|---|---|
| ẹ̄yìn | ṣó rẹ̄yìn | ó rẹ̄yìn |
| | ṣ·́ō rẹ̄yìn | mō rẹ̄yìn |
| īṣū | ṣó tāṣū | ó tāṣū |
| | ṣ·́ō tāṣū | mō tāṣū |
| ọ̄kọ́ | ṣó rọ̄kọ́ | ó rọ̄kọ́ |
| | ṣ·́ō rọ̄kọ́ | mō rọ̄kọ́ |

3. Tones of noun objects. Begin with *either member* of each pair.

| | |
|---|---|
| ẹ̄yīn | mō rẹ̄yīn |
| ẹ̄yìn | mō rẹ̄yìn |
| ọ̀kọ̀ | mō rọ̀kọ̀ |
| ọ̄kọ́ | mō rọ̄kọ́ |

D. *Supplementary material*: Some useful nouns, including common foodstuffs.

| | |
|---|---|
| àgā | 'chair' |
| àgbọ̄n | 'coconut' |
| ẹ̀pà | 'ground nuts' |
| ōkùn | 'rope' |
| ātā | 'pepper' |
| ẹ̄rān | 'meat' |

| | | | |
|---|---|---|---|
| 1. | àgbọ̄n | ṣ´ō lágbọ̀n | ṣé ō ní àgbọ̄n |
| | ẹ̀pà | ṣ´ō lẹ́pâ | ṣé ō ní ẹ̀pà |
| | ōkùn | ṣ´ō lókûn | ṣé ō ní ōkùn |
| | ātā | ṣ´ō látā | ṣé ō ní ātā |
| | ẹ̄rān | ṣ´ō lẹ́rān | ṣé ō ní ẹ̄rān |
| 2. | | | |
| | àgbọ̄n | ṣ´ō gbàgbọ̄n | ṣé ō gbā àgbọ̄n |
| | ẹ̀pà | ṣ´ō gbẹ̀pà | ṣé ō gbā ẹ̀pà |
| | ōkùn | ṣ´ō gbōkùn | ṣé ō gbā ōkùn |
| | ātā | ṣ´ō gbātā | ṣé ō gbā ātā |
| | ẹ̄rān | ṣ´ō gbẹ̄rān | ṣé ō gbā ẹ̄rān |
| 3. | àgā | ṣ´ẹ̄ gbàgā | ṣ´ẹ̄ lágà |
| | àgbọ̄n | ṣ´ẹ̄ gbàgbọ̄n | ṣ´ẹ̄ lágbọ̀n |
| | ẹ̀pà | ṣ´ẹ̄ gbẹ̀pà | ṣ´ẹ̄ lẹ́pâ |
| | ōkùn | ṣ´ẹ̄ gbōkùn | ṣ´ẹ̄ lókûn |
| | ātā | ṣ´ẹ̄ gbātā | ṣ´ẹ̄ látā |
| | ẹ̄rān | ṣ´ẹ̄ gbẹ̄rān | ṣ´ẹ̄ lẹ́rān |

## UNIT 9

A. BASIC DIALOGUE: 'Where are my books?'

A

| | | |
|---|---|---|
| háà | | (expression of surprise) |
| háà | Hā! | Hey! |

| | | |
|---|---|---|
| dà | | where is? |
| ìwěˋ mī dà | Ìwe mi dà? | Where are my books?<br>Lit: What became of my book? |
| | B | |
| wà | | [is located] to exist |
| wọ́n | | they |
| īlẹ̀ | | floor, ground, [soil] |
| wọ́n wâ nǐlệ̂ | Nwọn wà ni ilẹ̀. | They are on the floor. |
| | A | |
| dà... sílệ̂ | | to spill, to pour on the floor, ground |
| tāló dàˊ sílệ̂ | Tani o dã silẹ. | Who spilled them on the floor? |
| | B | |
| ẹ̀gbọ̌n | | senior sibling |
| ẹ̀gbọ̌nˋrẹ̄ | Ẹ̀gbọn rẹ. | Your brother. |

## B. NOTES

1. *ni* plus most vowels becomes *l*.

Compare the casual and deliberate forms:

| | |
|---|---|
| kílôjǒ râ | kínī òjǒ râ |
| tāló... | tānī ó... |
| wọ́n wâ nǐlệ̂ | wọ́n wâ ní īlẹ̀ |

These are further examples of the alternation of *ni* and *l-* in Yoruba.

2. Possessives for first singular and second singular.

Compare the forms:

| | |
|---|---|
| ìwě | 'book' |
| ìwě·̀mī | 'my book' |
| ìlù | 'drum' |
| ìlù·̀mī | 'my drum' |
| ọ̀bẹ̄ | 'knife' |
| ọ̀bẹ̄·̀mī | 'my knife' |
| ìwě·̀rẹ̄ | 'your book' |

The elements that correspond to 'my' 'your (sg.)' are most conveniently symbolized in writing as ·̀mī and ·̀rẹ̄, respectively. That is, they involve a lengthening of the preceding vowel, with low tone on the second part of that vowel; this lengthened vowel is is then followed by mī or rẹ̄.

3. Notice that the subject pronoun for third person plural subject, wọ́n, has high tone, just as the third singular subject pronoun has.

C. Exercises.

1. Possessives, first singular and second singular

| | | | | |
|---|---|---|---|---|
| a. | ọ̄kọ́ | 'spade' | ọ̄kọ́·̀mī | ọ̄kọ́·̀rẹ̄ |
| | īlá | 'okra' | īlá·̀mī | īlá·̀rẹ̄ |
| | ọ̀kẹ̌ | 'lge. bag' | ọ̀kẹ̌·̀mī | ọ̀kẹ̌·̀rẹ̄ |
| | ìwě | 'book' | ìwě·̀mī | ìwě·̀rẹ̄ |
| b. | ēpō | 'oil' | ēpō·̀mī | ēpō·̀rẹ̄ |
| | īṣū | 'yam' | īṣū·̀mī | īṣū·̀rẹ̄ |

| | | | | |
|---|---|---|---|---|
| | ọ̀bẹ̄ | 'knife' | ọ̀bẹ̄ˋmī | ọ̀bẹ̄ˋrẹ̄ |
| | ìbọ̄n | 'gun' | ìbọ̄nˋmī | ìbọ̄nˋrẹ̄ |
| c. | ẹ̄yìn | 'palm nuts' | ẹ̄yìnˋmī | ẹ̄yìnˋrẹ̄ |
| | Īyọ̀ | 'salt' | Īyọ̀ˋmī | Īyọ̀ˋrẹ̄ |
| | ẹ̀wù | 'shirt' | ẹ̀wùˋmī | ẹ̀wùˋrẹ̄ |
| | ìlù | 'drum' | ìlùˋmī | ìlùˋrẹ̄ |

2. 'What?' questions, contracted vs. uncontracted.

| | | |
|---|---|---|
| (ẹ̄ gbà) | kílẹ̄ˇ gbà | kínī ẹ̄ˉgbà |
| (ẹ̄ rà) | kílẹ̄ˇ rà | kínī ẹ̄ˉrà |
| (ẹ̄ tà) | kílẹ̄ˇ tà | kínī ẹ̄ˉtà |
| (ō tà) | kílōˇ tà | kínī ōˉtà |
| (ō rà) | kílōˇ rà | kínī ōˉrà |
| (ō gbà) | kílōˇ gbà | kínī ōˉgbà |
| (ó gbâ) | kíló gbâ | kínī ó gbâ |
| (ó râ) | kíló râ | kínī ó râ |
| (ó tâ) | kíló tâ | kínī ó tâ |
| (wọ́n tâ) | kínī wọ́n tâ | kínī wọ́n tâ |
| (wọ́n râ) | kínī wọ́n râ | kínī wọ́n râ |
| (wọ́n gbâ) | kínī wọ́n gbâ | kínī wọ́n gbâ |

D. Supplementary material: Some nouns used in talking about locations.

| | |
|---|---|
| ōrí | 'head, top' |
| Īnú | 'stomach, inside' |
| tábílî | 'table' |

| | |
|---|---|
| ìbùsùn | 'bed' |
| àpò | 'pocket' |

1. ìwě·̀mī dà

| | |
|---|---|
| àpǒtí | wọ́n wâ lǒrí àpǒtí |
| tábílî | wọ́n wâ lǒrí ꜜtábílî |
| ìbùsùn | wọ́n wâ lǒrí ǐbùsùn |
| àgā | wọ́n wâ lǒrí âgā |

2. ōwó·̀mī dà

| | |
|---|---|
| àpǒtí | ó wâ nǐnú àpǒtí |
| ìwě | ó wâ nǐnú ìwě |
| tábílî | ó wâ nǐnú ꜜtábílî (in a drawer) |
| ọ̄kọ̀ 'vehicle,car' | ó wâ nǐnú ọ̄kọ̀ |

3. ōwó·̀rẹ̄ dà

| | |
|---|---|
| īlé | ó wá nǐlé |
| àpò | ó wâ lǎpòˋmī |
| īlẹ̀ | ó wâ nǐlệ |

## UNIT 10

A. BASIC DIALOGUE: 'I tore my book.'

A

| | |
|---|---|
| fà | draw, stretch |
| yā | tear, rend |

| | | |
|---|---|---|
| fà... yā | | tear, rend |
| mō fàwě•mī yā | Mo fa iwe mi ya. | I tore my book. |
| | B | |
| báwȯ | | how? |
| báwȯ | Báwo? | How? |
| | A | |
| sùn | | sleep |
| lé | | is on, over |
| lé▾ | | on it, over it |
| mō sùn lé▾<br>(or: ...lé¯) | Mo sùn lé̄. | I slept on it. |
| | B | |
| ìgbà | | time |
| èwō | | which |
| nígbâ wō | Ni ìgbà wo? | When? |
| | A | |
| lánǎ | Ni àna. | Yesterday. |
| | B | |
| pẹ̀lẹ̌ | | be sorry, sympathize |
| pẹ̀lẹ̌ ō | Pẹlẹ o. | Sorry. |

## B. NOTES

### 1. A separable pair of verbs: fà... yā.

Notice the internal structure of the sentence.

mō fàwě•̀mī yā 'I tore my book'

The verb fà is listed in the dictionary as 'pulled,' and yā is listed as 'tore.' Between these two verbs, we find the object expression ìwě•̀mī, and the English translation makes use of only a single verb, 'tore.'

This is an example of the way in which Yoruba uses combinations of verbs in situations where European languages would use only one.

### 2. A verb (lé) whose use makes it comparable to English prepositions.

The element lé is a verb, but it is most commonly used after some other verb. For this reason, and because of the meaning of lé, its most frequent translation equivalents in English are prepositions.

## C. Exercises.

(The following exercises contain no new material, but consist of recombinations of material already practiced in the exercises of Units 1-9).

1. Low verbs with objects.

   a. Objects with initial low tone.

| | | |
|---|---|---|
| ọ̀kọ̀ | ṣé wọ́n rọ̽kọ̀ | ṣé wọ́n rā ọ̀kọ̀ |
| ìlù | ṣé wọ́n ra̽lù | ṣé wọ́n rā ìlù |
| bàtà | ṣé wọ́n rā bàtà | ṣé wọ́n rā bàtà |
| fìlà | ṣé wọ́n rā fìlà | ṣé wọ́n rā fìlà |

| | | |
|---|---|---|
| ṣòkòtò | ṣé wọ́n rā ṣòkòtò | ṣé wọ́n rā ṣòkòtò |
| ọ̀bọ̄ | ṣé wọ́n rộbọ̄ | ṣé wọ́n rā ọ̀bọ̄ |
| ìbọ̄n | ṣé wọ́n râbọ̄n | ṣé wọ́n rā ìbọ̄n |

b. Objects with initial mid tone.

| | | |
|---|---|---|
| ōdó | ṣó tōdó | ṣé ó tā ōdó |
| īgbá | ṣó tāgbá | ṣé ó tā īgbá |
| ẹ̄yīn | ṣó tẹ̄yīn | ṣé ó tā ẹ̄yīn |
| ẹ̄jā | ṣó tẹ̄jā | ṣé ó tā ẹ̄jā |
| ọ̄bẹ̀ | ṣó tọ̄bẹ̀ | ṣé ó tā ōbẹ̀ |
| īyọ̀ | ṣó tāyọ̀ | ṣé ó tā īyọ̀ |

2. Practice both the question frames and the answer frames, so that you can ask and answer these questions without hesitation. For the time being, we will use the very explicit answer form shown here; later we will learn a shorter form. The tones given in these tables are the basic tones of each word; in producing the sentence, certain of these must be changed in accordance with the rules set out in Units 1-10.

a.

| | | | |
|---|---|---|---|
| ṣé | ó | tà | ẹ̀wù |
| | wọ́n | gbà | ẹ̄yīn |
| | | | ọ̄bẹ̀ |
| | | | ọ̄kọ́ |
| | | | ọ̀pǎ |
| | | | ọ̀bọ̄ |

| | | | |
|---|---|---|---|
| bẹ́ẹ̀nī | ó | tà | ẹ̀wù |
| | wọ́n | gbà | ẹ̄yīn |
| | | | etc. |

b.

| | | | |
|---|---|---|---|
| ṣé | ó | gbà | ẹ̀wù |
| | ō | rà | ẹ̄yīn |
| | | | ọ̄bẹ̀ |
| | | | ọ̄kọ́ |
| | | | ọ̀pǎ |
| | | | ọ̀bọ̄ |

| | | | |
|---|---|---|---|
| bẹ́ẹ̀nī | ó | gbà | ẹ̀wù |
| | mō | rà | ẹ̄yīn |
| | | | etc. |

c.

| | | | |
|---|---|---|---|
| ṣé | ó | rà | ọ̀kọ̀ |
| | ō | | ọ̄kọ́ |
| | | | ẹ̄yīn |
| | | | ẹ̄yìn |

| | | | |
|---|---|---|---|
| bẹ́ẹ̀nī | ó | rà | ọ̀kọ̀ |
| | mō | | |
| | | | etc. |

3.

| | | |
|---|---|---|
| ó sûn lé▾ | tālọ́ sûn lé▾ | tānī ó sûn lé▾ |
| ó lọ̄ sọ́jâ | tālọ́ lọ̄ sọ́jâ | tānī ó lọ̄ sọ́jâ |
| ó tộbẹ̄ | tālọ́ tộbẹ̄ | tānī ó tā ọ̀bẹ̄ |
| ó rā kẹ̀kẹ̌ | tālọ́ rā kẹ̀kẹ̌ | tānī ó rā kẹ̀kẹ̌ |

D. Supplementary material: Reasons for feeling uncomfortable.

| | |
|---|---|
| ōtútû | 'coldness' |
| ōōrū | 'heat' |
| mú | 'to catch' |
| dá | 'to be well' |
| ārā | 'body' |

| | |
|---|---|
| āràn | 'intestinal worms |
| nà | 'to flog' |
| fọ́ | 'to shatter, break in pieces' |

1. kíló dé tóꜜrōjú 'what is the matter that you are frowning?

| | | |
|---|---|---|
| ōtútû | ōtútûłmú mī | 'I'm cold / I have a cold' |
| ōōrū | ōōrūłmú mī | 'I'm hot' |
| ārā | ārā`mī kòdǎ | 'I'm not well' |
| āràn | āràndì mǐ mú | 'I have worms' |
| nà | bábǎ`mīłnàmǐ | 'my father beat me' |
| ōrí | ōrí ńfọ́ mī | 'I have a headache' |

2. kíló dé tó rōjú 'what's the matter that he's frowning?'

| | | |
|---|---|---|
| ōtútû | ōtútûłmúꜜ | 'he's cold' |
| ōōrū | ōōrūłmúꜜ | 'he's hot' |
| ārā | ārāꜜrẹ̀ kòdǎ | 'he's not well' |
| āràn | āràn łmúꜜ | 'he has worms' |
| bàbǎ | bàbāꜜrẹ̀łnà´ | 'his father beat him' |
| ōrí | ōrí ńfọ́ꜜ | 'he has a headache' |

3. kíló dé t´ẹ̄ rōjú 'what's the matter that you (pl.) are frowning?'

| | | |
|---|---|---|
| ōtútû | ōtútûłmú wā | 'we are cold' |
| ōōrū | ōōrūłmú wā | 'we are hot' |
| āràn | āràn łmú wā | 'we have worms' |

| | | |
|---|---|---|
| ōrí | ōríǀńfọ́ wā | 'we have headaches' |
| ārā | ārā▾wā kò dǎ | 'we are not well' |
| bàbǎ | bàbǎ▾wāǀnà wǎ | 'our father beat us' |

4. wọ́n rōjú 'they are frowning'

| | | |
|---|---|---|
| ōtútû | ṣé ōtútûǀmú wọ̄n | 'are they cold?' |
| ōōrū | ṣé ōōrūǀmú wọ̄n | 'are they hot?' |
| āràn | ṣé ārànǀmú wọ̄n | 'do they have worms?' |
| ōrí | ṣé ōríǀńfọ́ wọ̄n | 'do they have headaches?' |
| ārā | ṣé ārā▾wọ̄n kò dǎ | 'aren't they well?' |
| bàbǎ | ṣé bâbǎ▾wọ̄nǀnà wọ̄n | 'did their father beat them?' |

| | | |
|---|---|---|
| 5. ↓ | ārā▾wā kò dǎ | 'we are not well' |
| àwọ̄n | ārā▾wọ̄n kò dǎ | 'they are not well' |
| èmī | ārāˋmī kò dǎ | 'I am not well' |
| òūn | ārā▾rẹ̀ kò dǎ | 'he is not well' |
| ōrí | ōríǀńfọ́▾ | 'he has a headache' |
| èmī | ōríǀńfọ́ mī | 'I have a headache' |
| àwā | ō ríǀńfọ́ wā | 'we have headaches' |
| àwọ̄n | ōrí ńfọ́ wọ̄n | 'they have headaches' |
| ōtútû | ōtútûǀmú wọ́n | 'they are cold' |
| èmī | ōtútûǀmú mī | 'I'm cold' |
| òūn | ōtútûǀmú▾ | 'he's cold' |
| àwā | ōtútûǀmú wā | 'we're cold' |
| ārā | ārā▾wā kò dǎ | 'we are not well' |

## Vocabulary and Tone Written Quiz to Follow Unit 10

1. Write the corresponding Yoruba word.

yesterday
cloth
and
yes
good (adjective)
palm oil
how much?
palm nuts
bicycle
coffee
house
market
to drink
afternoon
Sunday
sixpence
to bathe
Yoruba
to sleep
new (verb)

2. Mark tones in these sentences.

| | |
|---|---|
| apoti·kini | what kind of box? |
| ṣe ẹ ta ẹwu naa<br>ṣ·ẹ tẹwu naa | did you sell that garment? |
| mo fẹ· rawe | I want to buy a book. |
| ṣile kan | 1 shilling |
| ṣ·o rẹyin | did you buy eggs? |
| ọkọ·mi | my spade |
| ọkọ·rẹ | his spear |
| ọkọ·rẹ | your spear |
| ṣe wọn gba bata·wa | did they get our shoes? |

3. Write in Yoruba (deliberate or casual style):

We do God's will.
Did you go to the market yesterday?
I got one.
Sorry!
They are on the floor.

## UNIT 11

A. BASIC DIALOGUE: 'What do you want?'

| | | |
|---|---|---|
| | A | |
| gbà | | get |
| kílō▾ fẹ́ˊ gbâ | Kini o fẹ gbà? | What do you want to get? |
| | B | |
| ẹ̀wù | | shirt, dress<br>garment |
| mō fẹ́·̽wù (or: mō fẹ́ ẹ̽wù) | Mo fẹ ẹ̀wu. | I want a shirt. |
| | A | |
| àtī | | and |
| àtī kínī | Ati kini? | And what [else]? |
| | B | |
| sòkòtò (or: ṣòkòtò) | | trousers |
| mō fẹ́ so̽kòtò | Mo fẹ sòkòtò. | I want a pair of trousers. |
| | A | |
| àtī kínī | Ati kini? | And what [else]? |

| | | |
|---|---|---|
| | B | |
| àtī fìlà | Ati fìlà. | And a hat. |
| | A | |
| àtī | Ati? | And? |
| | B | |
| bàtà | Bàtà. | Shoes. |

## B. NOTES

1. A high verb keeps its tone in elision.

Compare the following sentences.

| | |
|---|---|
| mōfẹ́wû | 'I want a shirt' |
| mōtẹ̀wù | 'I sold a shirt' |
| mōtēpō | 'I sold oil' |

Except for ní, the transitive verbs which we met in the exercises of Units 1-10 were verbs whose 'basic' tones were low. When the vowel of one of these stems was elided with the initial vowel of an immediately following noun object, the tone that remained was the tone of the first syllable of the object, whether mid or low.

The 'basic' tone of the verb fẹ́ 'want, like' is high. When a high verb elides with a following object, the tone that remains is high, regardless of the initial tone of the object.

## C. Exercises.

1. High verb with objects

a. Objects with initial mid tone

| | | |
|---|---|---|
| īlá | wọ́n fẹ́lá | wọ́n fẹ́ īlá |
| īgbá | wọ́n fẹ́gbá | wọ́n fẹ́ īgbá |

| | | |
|---|---|---|
| ọ̄kọ́ | wọ́n fọ́kọ́ | wọ́n fẹ́ ọ̄kọ́ |
| ẹ̄yīn | wọ́n fẹ́yīn | wọ́n fẹ́ ẹ̄yīn |
| ēpō | wọ́n fépō | wọ́n fẹ́ ēpō |
| īṣū | wọ́n fẹ́ṣū | wọ́n fẹ́ īṣū |
| ẹ̄yìn | wọ́n fẹ́yîn | wọ́n fẹ́ ẹ̄yìn |
| ọ̄bẹ̀ | wọ́n fọ́bệ | wọ́n fẹ́ ọ̄bẹ̀ |
| īyọ̀ | wọ́n fẹ́yộ | wọ́n fẹ́ īyọ̀ |

b. Objects with initial low tone.

| | | |
|---|---|---|
| ọ̀bẹ̄ | ṣ·́ō fọ́bẹ̍ | ṣé ō fẹ́ ọ̀bẹ̄ |
| ìbọ̄n | ṣ·́ō fẹ́bọ̍n | ṣé ō fẹ́ ìbọ̄n |
| ẹ̀wù | ṣ·́ō fẹ́ ẹ̽wù | ṣé ō fẹ́ ẹ̀wù |
| ọ̀kọ̀ | ṣ·́ō fọ́kộ | ṣé ō fẹ́ ọ̀kọ̀ |
| ìlù | ṣ·́ō fẹ́ i̽lù | ṣé ō fẹ́ i̽lù |
| bàtà | ṣ·́ō fẹ́ ba̽tà | ṣé ō fẹ́ ba̽tà |
| sòkòtò | ṣ·́ō fẹ́ so̽kòtò | ṣé ō fẹ́ so̽kòtò |

2. High verb with possessed objects.

| | | |
|---|---|---|
| ọ̀bẹ̄·̀mī | mō fọ́bẹ̍·̀mī | mō fẹ́ ọ̀bē·̀mī |
| ẹ̀wù·̀mī | mō fẹ́ ẹ̽wù·̀mī | mō fẹ́ |
| ọ̄kọ́·̀rẹ̄ | mō fọ́kọ́·̀rẹ̄ | mō fẹ́ etc. |
| ẹ̄yīn·̀rẹ̄ | mō fẹ́ ẹ̄yīn·̀rẹ̄ | mō fẹ́ |

| | | | |
|---|---|---|---|
| 3. | ēpō | mō fépō·̀mī | mō fẹ́ ēpō·̀mī |
| | āwò | mō fáwo̽·̀mī | mō fẹ́ āwò·̀mī |
| | ẹ̄mū | mō fẹ́mū·̀mī | mō fẹ́ etc. |

| | | | |
|---|---|---|---|
| ọ̀bẹ̄ | mō fọ́bẹ̍ˋ·mī | mō fẹ́ | |
| ọ̄kọ́ | mō fọ́kọ́ˋ·mī | mō fẹ́ | etc. |

D. Supplementary material

1. Answers to 'What do you want?'

| | |
|---|---|
| ìṣǎná | 'matches' |
| ōńjẹ̄ | 'food' |
| tíkíi̽tì | 'ticket' |
| n̄ǹkān | 'thing' |
| kà | 'to read' |
| wọ̀ | 'to put on clothing' |
| ōmī | 'water' |
| ìbùsùn | 'a sleeping-place' |
| ōwó | 'money' |

| | kílō· fẹ́ | What do you want? | |
|---|---|---|---|
| ōwó | mō fówó | mō fẹ́ ōwó | 'I want money' |
| ōmī | mō fómī | mō fẹ́ ōmī | 'I want water' |
| ōńjẹ̄ | mō fóńjẹ̄ | mō fẹ́ ōńjẹ̄ | 'I want food' |
| tíkíi̽tì | mō fẹ́ tíkíi̽tì | mō fẹ́ tíkíi̽tì | 'I want a ticket' |
| ìbùsùn | mō fẹ́bu̽sùn | mō fẹ́ i̽bùsùn | 'I want a place to sleep' |
| ìṣǎná | mō fẹ́ṣǎná | mō fẹ́ ìṣǎná | 'I want matches' |

2. Answers to 'What do you want to do?'

| | | | |
|---|---|---|---|
| | kílẹ̄'fẹ́ | | 'What do you (pl.) want? |
| jẹ̄ | n̄ǹkān jíjẹ̄ | ā fẹ́ ǹkān jíjẹ̄ | 'we want something to eat' |
| mū | n̄ǹkān mímū | ā fẹ́ ǹkān mímū | 'we want something to drink' |
| ōmī | ōmī mímū | ā fómī mímū | 'we want drinking water' |
| kà | n̄ǹkān kíkâ | ā fẹ́ ǹkān kíkâ | 'we want something to read' |
| wọ̀ | n̄ǹkān wíwộ | ā fẹ́ ǹkān wíwộ | 'we want something to put on' |

The words in the first column are verbs. The expressions in the second column are substantival expressions that contain derived forms of these verbs. The third column consists of sentences which contain those substantives. Note that the derived form of the verb begins with the consonant of the verb root, followed by the vowel í.

3.

| | | | |
|---|---|---|---|
| jẹ̄ | ṣó lóńjẹ̄ | ṣé ó ní ōńjẹ̄ | 'does he have food? |
| jẹ̄ | ṣó ní ǹkān jíjẹ̄ | ṣé ó ní n̄ǹkān jíjẹ̄ | 'does he have anything to eat?' |
| tà | ṣó ní ǹkān títâ | ṣé ó ní n̄ǹkān títâ | 'does he have anything to sell? |
| kà | ṣó ní ǹkān kíkâ | ṣé ó ní n̄ǹkān kíkâ | 'does he have anything to read?' |
| mū | ṣó ní ǹkān mímū | ṣé ó ní n̄ǹkān mímū | 'does he have anything to drink?' |
| ìbùsùn | ṣó níbùsùn | ṣé ó ní i̽bùsùn | 'does he have a place to sleep? |
| ìṣǎná | ṣó níṣǎná | ṣé ó ní ìṣǎná | 'does he have matches?' |
| ōmīmímū | ṣó lómī mímū | ṣé ó ní ōmī mímū | 'does he have drinking water?' |

| | | | |
|---|---|---|---|
| ōwó | ṣó lówó | ṣé ó ní ōwó | 'does he have money?' |
| tíkíi̽tì | ṣó ní tíkíi̽tì | ṣé ó ní tíkíi̽tì | 'does he have a ticket? |

## UNIT 12

A. BASIC DIALOGUE: 'Do you have any writing paper?'

A

| | | |
|---|---|---|
| ǹjẹ̌ | | (introduces yes-no question) |
| ēwé | | leaf |
| ēwéˋwě | | sheet of paper |
| ní | | have |
| ǹjẹ̌ ẹ̄ léwéˋwě | Njẹ ẹ ni ewé ìwe? | Do you have any loose leaf paper?' |

B

| | | |
|---|---|---|
| mō ní | Mo ni. | [Yes], I have it. |

A

| | | |
|---|---|---|
| fún | | give, for |
| díẹ̀ | | some |
| ẹ̄ fún mī ní díẹ̀ | Ẹ fun mi ni diẹ. | Give me some. |

B

| | | |
|---|---|---|
| mélǒ | | how many? |
| mélǒ lō fẹ́ | Mélo ni o fẹ? | How many do you want? |

A

| | | |
|---|---|---|
| mō fẹ́ méjî | Mo fẹ meji. | I want two. |

B

| | | |
|---|---|---|
| Īnú | | inside |
| lọ̄▾ yā méjî<br>nǐnúˋwěˋmī | Lọ ya méji ninu<br>ìwe mi. | Go tear two out of my<br>book. |

B. NOTES

1. ǹjẹ̌ as a question marker.

The word ǹjẹ̌, like ṣé, indicates that what follows it is a yes-no question.

2. A rising tone is retained when elision brings it into position directly after a high tone.

Notice the tone of -we in the following equivalent utterances:

| | | |
|---|---|---|
| Deliberate: | ǹjẹ̌ ẹ̄ ní ìwě | 'do you have a book?' |
| Casual: | ǹjẹ̌ ẹ̄ níwě | |

The verb ni 'to possess' has basic high tone. In deliberate style, rising tone occurs almost exclusively after low or falling tone. But in casual style, where the low-toned vowel (here, -i-) has been lost through elision, -we still has rising tone.

3. The plural imperative.

The pronunciation

ẹ̄ fún mī ní díẹ̀

may mean either 'give me some' (plural imperative) or 'you (pl.) gave me some.' But for the singular imperative, see Unit 15.

4. fún ...ní.

In the same utterance, notice that fún, which is customarily translated 'gave,' is not followed by a noun object corresponding to the English direct object. Rather, the word that follows fún, which is mi, corresponds to the English 'indirect object.' The word that corresponds to the English 'direct object' follows the second verb, which is ní.

## C. Exercises

The following exercises are designed to provide practice in switching from casual to deliberate, or from deliberate to casual style. Notice however that for some combinations of verb plus noun, the form in the middle column shows neither elision nor assimilation. In general, these are combinations which are relatively infrequent, or which would be ambiguous if contracted in the usual way. It is just as important to learn when not to elide a vowel as it is to learn how to elide it.

1. mō fẹ ọpǎ 'I want a stick'

| | | | |
|---|---|---|---|
| ọ̀pǎ | | mō fẹ́ ọ̀pǎ | mō fẹ́ ọ̀pǎ |
| ìwě | | mō fẹ́ ìwě | mō fẹ́ ìwě |
| ọ̀kẹ̌ | | mō fẹ́ ọ̀kẹ̌ | mō fẹ́ ọ̀kẹ̌ |
| ōwó | | mō fówó | mō fẹ́ ōwó |
| ọ̄kọ́ | 'spade' | mō fọ́kọ́ | mō fẹ́ ọ̄kọ́ |
| īgbá | 'calabash' | mō fẹ́gbá | mō fẹ́ īgbá |

2. ā níṣū 'we have a yam'

| | | | |
|---|---|---|---|
| īṣū | | ā níṣū | ā ní īṣū |
| īgbá | 'calabash' | ānígbá | ā ní īgbá |

| | | | |
|---|---|---|---|
| īlá | | ā nílá | ā ní īlá |
| īyọ̀ | | ā níyộ | ā ní īyọ̀ |
| ìwě | | ā níwě | ā ní ìwě |
| ọ̄bẹ̀ | 'soup' | ā lọ́bệ | ā ní ọ̄bẹ̀ |
| ẹ̄yìn | 'palm nuts' | ā lẹ́yîn | ā ní ẹ̄yìn |
| ọ̄kọ́ | 'hoe' | ā lọ́kọ́ | ā ní ọ̄kọ́ |
| ọ̄kọ̀ | 'vehicle' | ā ní ọ̄kọ̀ | ā ní ọ̄kọ̀ |
| ẹ̀wù | | ā lẹ́wû | ā ní èwù |
| ìlù | 'drum' | ā nílû | ā ní iͯlù |

3. ṣóḷẹ́yīn 'does he have eggs?'

| | | | |
|---|---|---|---|
| ẹ̄yīn | | ṣó lẹ́yīn | ṣé ó ní ẹ̄yīn |
| ēpō | | ṣó lépō | ṣé ó ní ēpō |
| āwò | 'spectacles' | ṣó láwô | ṣé ó ní āwò |
| īgbá | | ṣó nígbá | ṣé ó ní īgbá |
| ẹ̄jā | | ṣó lẹ́jā | ṣé ó ní ẹ̄jā |
| īṣū | | ṣó níṣū | ṣé ó ní īṣū |
| ōdó | | ṣó lódó | ṣé ó ní ōdó |
| ọ̀pǎ | | ṣó ní ọ̀pǎ | ṣé ó ní ọ̀pǎ |
| ìwě | | ṣó ní ìwě | ṣé ó ní ìwě |
| bàtà | | ṣó ní baͯtà | ṣé ó ní baͯtà |

4. ṣ'ẹ̄ lẹ́yīn 'do you have eggs?'
ẹ̄ fún mī lẹ́yīn 'give me eggs'

| | | | |
|---|---|---|---|
| ẹ̄yīn | 'egg' | ṣ'ẹ̄ lẹ́yīn | ẹ̄ fún mī lẹ́yīn |
| ẹ̄yìn | 'palm nuts' | ṣ'ẹ̄ lẹ́yîn | ẹ̄ fún mī lẹ́yîn |

| | | | |
|---|---|---|---|
| ọ̄kọ́ | 'spade' | ṣ´ẹ̄ lọ́kọ́ | ẹ̄ fún mī lọ́kọ́ |
| ọ̀kọ̀ | 'spear' | ṣ´ẹ̄ ní ọ̌kọ̀ | ẹ̄ fún mī ní ọ̌kọ̀ |
| bàtà | | ṣ´ẹ̄ ní bǎtà | ẹ̄ fún mī ní bǎtà |
| ìwě | | ṣ´ẹ̄ níwě | ẹ̄ fún mī níwě |
| kẹ̀kẹ̌ | | ṣ´ẹ̄ ní kệkẹ̌ | ẹ̄ fún mī ní kệkẹ̌ |

D. Supplementary material: Numbers 1-10

| (used in counting) | | | (used after a noun) |
|---|---|---|---|
| ēní | | 1 | ka̍n |
| èjì | ▾éjî | 2 | méjî |
| ẹ̀tā | ▾ẹ́ta̍ | 3 | mẹ́ta̍ |
| ẹ̀rīn | ▾ẹ́ri̍n | 4 | mẹ́ri̍n |
| àrǔn | ▾árǔn | 5 | márǔn |
| ẹ̀fà | ▾ẹ́fâ | 6 | mẹ́fâ |
| èjē | ▾éje̍ | 7 | méje̍ |
| ẹ̀jọ̄ | ▾ẹ́jọ̍ | 8 | mẹ́jọ̍ |
| ẹ̀sǎn | ▾ẹ́sǎn | 9 | mẹ́sǎn |
| ẹ̀wǎ | ▾ẹ́wǎ | 10 | mẹ́wǎ |

1.

| | 'they have one child' | 'he bought one hat' |
|---|---|---|
| 1 | wọ́n lọ́mọ̄ ka̍n | ó rā fìlà kān |
| 2 | wọ́n lọ́mọ̄ méjî | ó rā fìlà mějî |
| 3 | wọ́n lọ́mọ̄ mẹ́ta̍ | ó rā fìlà mẹ̌ta̍ |
| 4 | wọ́n lọ́mọ̄ mẹ́ri̍n | ó rā fìlà mẹ̌ri̍n |
| 5 | wọ́n lọ́mọ̄ márǔn | ó rā fìlà mǎrǔn |

| | | |
|---|---|---|
| 6 | wọ́n lọ́mọ̄ mẹ́fâ | ó rā fìlà mẹ́fâ |
| 7 | wọ́n lọ́mọ̄ méje̍ | ó rā fìlà mĕjé |
| 8 | wọ́n lọ́mọ̄ mẹ́jọ̍ | ó rā fìlà mẹ̌jọ́ |
| 9 | wọ́n lọ́mọ̄· mẹ́sǎn | ó rā fìlà mẹ̌sǎn |
| 10 | wọ́n lọ́mọ̄ mẹ́wǎ | ó rā fìlà mẹ̌wǎ |

2. Count other items: ẹ̀wù mẹ̌rin, ìbọ̄n mẹ́wǎ, etc.

## UNIT 13

A. BASIC DIALOGUE: 'I'm starving'

A

| | | |
|---|---|---|
| ēbī | | hunger |
| pā | | kill |
| ēbíǀńpā mí | Ebi npa mi. | I'm starving. |

B

| | | |
|---|---|---|
| jẹ̄ | | eat |
| ō⁚jẹ̄-ūn lâ´rộ nī | O ko jẹun ni ārọ ni? | Didn't you eat anything this morning? |

A

| | | |
|---|---|---|
| ˉmō jẹ̄-ūn | Mo jẹun. | [Yes,] I ate. |

B

| | | |
|---|---|---|
| kílō ˉjẹ̄ | Kini o jẹ? | What did you eat? |

A

| | | |
|---|---|---|
| īṣū | | yam |
| mō jẹ̄ṣū | Mo jẹ iṣu. | I ate yam. |

B

| | | |
|---|---|---|
| mú | | take |
| sù-rúrû | | patience |
| mú sû-úrû díẹ̀ sī | Mu sũru diẹ si. | Have a little [more] patience. |

B. NOTES

1. Mid and low verbs in final position.

| | |
|---|---|
| kílō▾rà | 'what did you buy' |
| kílō▾ jẹ̄ | 'what did you eat?' |

The verb ra has basic low tone. This tone appears in final position, as in the above examples. The verb jẹ̄ 'eat' is a mid verb.

2. Mid and low verbs in elision.

Compare these phrases:

| | |
|---|---|
| mō rāṣū | 'I bought yam' |
| mō jẹ̄ṣū | 'I ate yam' |
| mō jẹ̀kọ̄ | 'I ate cold porridge' (ẹ̀kọ̄ 'cold porridge') |
| mō rẹ̀kọ̄ | 'I bought cold porridge' |

When elision takes place between a mid verb and the initial vowel of a noun object, the tone that remains is the first tone of the noun, whether mid or low. This means that mid and low verbs fall together tonally under these circumstances.

3. Mid and low verbs in deliberate style before a direct object.

In deliberate style as well as in casual style (cf. Note 2, above), when a mid or low verb stands before an object, it has mid tone: mō rā ẹ̀kọ̄ .

4. The verb jẹ̄ is not intransitive.

Notice the form: mō jẹ̄-ūn 'I ate (something)'

In English, one may say simply 'I ate' or 'I have eaten,' but the Yoruba verb jẹ̄ requires an object. The word used here is pronounced in isolation ohun. The un in jẹ̄-ūn corresponds to the end of this word, with the initial vowel lost. The hyphen in this word stands for a syllable boundary that is present in the speech of some, though perhaps not all, Yorubas.

### C. Exercises.

1. Practice these sets of forms so that when you hear a word from any of the three columns, you can respond immediately with the corresponding expressions in the same horizontal row.

| | | | |
|---|---|---|---|
| a. | mō tà | mō lọ̄ | mō fẹ́ |
| | ō tà | ō lọ̄ | ō fẹ́ |
| | ó tâ | ó lọ̄ | ó fẹ́ |
| | ā tà | ā lọ̄ | ā fẹ́ |
| | ẹ̄ tà | ẹ̄ lọ̄ | ẹ̄ fẹ́ |
| | wọ́n tâ | wọ́n lọ̄ | wọ́n fẹ́ |
| b. | kílō▾rà | kílō▾jẹ̄ | kílō▾ fẹ́ |
| | kíló râ | kíló jẹ̄ | kíló fẹ́ |
| | kílẹ̄▾ rà | kílẹ̄▾ jẹ̄ | kílẹ̄▾ fẹ́ |

| | | |
|---|---|---|
| kínī wọ́n râ | kínī wọ́n jẹ̄ | kínī wọ́n fẹ́ |

2. Make substitutions in the order given:

| | | | |
|---|---|---|---|
| ↓ | | mō jẹ̄ṣū | mō jẹ̄ īṣū |
| òūn | 'he, she' | ó jẹ̄ṣū | ó jẹ̄ īṣū |
| àwā | 'we' | ā jẹ̄ṣū | ā jẹ̄ īṣū |
| ẹ̀kọ̄ | | ā jẹ̀kọ̄ | ā jẹ̄ ẹ̀kọ̄ |
| àwọ̄n | 'they' | wọ́n jệkọ̄ | wọ́n jẹ̄ ẹ̀kọ̄ |
| ẹ̄jā | | wọ́n jẹ̄jā | wọ́n jẹ̄ ẹ̄jā |
| èmī | 'I' | mō jẹ̄jā | mō jẹ̄ ẹ̄jā |
| ẹ̀kọ̄ | | mō jẹ̀kọ̄ | mō jẹ̄ ẹ̀kọ̄ |
| īṣū | | mō jẹ̄ṣū | mō jẹ̄ īṣū |

3.

| | 'what did you buy?' | 'I bought yam' |
|---|---|---|
| rà | kílō▾ rà | mō rāṣū |
| tà | kílō▾ tà | mō tāṣū |
| jẹ̄ | kílō▾ jẹ̄ | mō jẹ̄ṣū |
| gbà | kílō▾ gbà | mō gbāṣū |
| fẹ́ | kílō▾ fẹ́ | mō fẹ́ṣū |
| ní | kílō▾ ní | mō níṣū |
| rà | kílō▾ rà | mō rāṣū |

4.

| | 'I got some yam' | 'give me some yam' |
|---|---|---|
| īṣū | mō gbāṣū | ẹ̄ fún mī níṣū |
| ẹ̄jā | mō gbẹ̄jā | ẹ̄ fún mī lẹ́jā |
| ẹ̀kọ̄ | mō gbẹ̀kọ̄ | ẹ̄ fún mī lẹ́kọ́ |

| | | |
|---|---|---|
| ìwě | mō gbàwě | ẹ̄ fún mī níwě |
| ẹ̄yīn | mō gbẹ̄yīn | ẹ̄ fún mī lẹ́yīn |
| ọ̀pǎ | mō gbọ̀pǎ | ẹ̄ fún mī lọ́pǎ |
| kẹ̀kẹ̌ | mō gbā̌ kẹ̀kẹ̌ | ẹ̄ fún mī ní kệkẹ̌ |
| fìlà | mō gbā̌ fìlà | ẹ̄ fún mī ní fí̀là |
| ẹ̀wù | mō gbẹ̀wù | ẹ̄ fún mī lẹ́wû |

D. Supplementary material: Seventeen foodstuffs

| | |
|---|---|
| àgbàdō | maize |
| àmàlà | ọ̄kà made of yam |
| ànàmọ̌ | sweet potato |
| àṣǎró | a food made from yams cooked with oil, pepper, onion, etc. |
| dòdò | ripe plantain fried in oil |
| èsō īgī | fruit |
| ẹ̀bẹ̄ | = àṣǎró |
| ẹ̀gẹ̌ | cassava |
| ẹ̀kọ̄ | a solid food made from maize |
| ẹ̀wà | cooked beans |
| gbágǔdá | = ẹ̀gẹ̌ |
| ìdùǹdǔ | fried yam |
| īyán | pounded yam |
| ìrẹ̄sì | rice |
| láfún | ọ̄kà made of cassava flour |
| ọ̄kà | type of food made from yam flour or other flour |

| | |
|---|---|
| ọ̀gẹ̀dẹ̀ | banana |
| túwó or: túó | a food made from flour and served with butter and soup |

1. kílōˇ jẹ̄ 'What did you eat?'

| | 'I ate ẹ̀bẹ̄' | 'did you eat ẹbẹ? | 'did he eat ẹbẹ?' |
|---|---|---|---|
| ẹ̀bẹ̄ | mō jẹ̀bẹ̄ | ṣ́ō jẹ̀bẹ̄ | ṣó jệbẹ̄ |
| ẹ̀kọ̄ | mō jẹ̀kọ̄ | ṣ́ō jẹ̀kọ̄ | ṣó jệkọ̄ |
| ìrẹ̄sì | mō jẹ̀rẹ̄sì | ṣ́ō jẹ̀rẹ̄sì | ṣó jệrẹ̄sì |
| èsō īgī | mō jèsō īgī | ṣ́ō jèsō īgī | ṣó jêsō īgī |
| túwó | mō jẹ̄ túwó | ṣ́ō jẹ̄ túwó | ṣó jẹ̄ túwó |
| láfún | mō jẹ̄ láfún | ṣ́ō jẹ̄ láfún | ṣó jẹ̄ láfún |
| àmàlà | mō jàmàlà | ṣ́ō jàmàlà | ṣó jâmàlà |
| ẹ̀wà | mō jẹ̀wà | ṣ́ō jẹ̀wà | ṣó jệwà |
| ànàmọ̌ | mō jànàmọ̌ | ṣ́ō jànàmọ̌ | [The student should attempt to complete this column by analogy with the forms that are given on this page.] |
| dòdò | mō jẹ̄ dòdò | ṣ́ō jẹ̄ dòdò | |
| àgbàdō | mō jàgbàdō | ṣ́ō jàgbàdō | |
| ìdùǹdǔ | mō jẹ̀dùǹdǔ | ṣ́ō jẹ̀dùǹdǔ | |
| ọ̄kà | mō jọ̄kà | ṣ́ō jọ̄kà | |
| īyán | mō jẹ̄yán | ṣ́ō jẹ̄yán | |
| àṣǎró | mō jàṣǎró | ṣ́ō jàṣǎró | |
| ẹ̀gẹ̌ | mō jẹ̀gẹ̌ | ṣ́ō jẹ̀gẹ̌ | |
| gbágǔdá | mō jẹ̄ gbágǔdá | ṣ́ō jẹ̄ gbágǔdá | |

2. kílǒ fẹ́ 'What does he want?'

| | 'he wants ẹbẹ' | 'do you want ẹbẹ?' |
|---|---|---|
| ẹ̀bẹ̄ | ó fẹ́bẹ̍ | ṣ·́ō fẹ́bẹ̍ |
| ẹ̀kọ̄ | ó fẹ́kọ̍ | ṣ·́ō fẹ́kọ̍ |
| ìrẹ̄sì | ó fẹ́rẹ̍sì | ṣ·́ō fẹ́rẹ́sì |
| èsōīgī | ó féso̍ īgī | ṣ·́ō féso̍ īgī |
| túwó | ó fẹ́ túwó | ṣ·́ō fẹ́ túwó |
| láfún | ó fẹ́ láfún | ṣ·́ō fẹ́ láfún |
| àmàlà | ó fámà̽là | ṣ·́ō fámà̽là |
| ẹ̀wà | ó fẹ́ ẹ̽̀wà | ṣ·́ō fẹ́ ẹ̽wà |
| ànàmọ̌ | ó fánâmọ̌ | ṣ·́ō fánâmọ̌ |
| dòdò | ó fẹ́ dò̽dò | ṣ·́ō fẹ́ dò̽dò |
| àgbàdō | ó fágbâdō | ṣ·́ō fágbâdō |
| ìdùǹdǔ | ó fẹ́dù̽ǹdǔ | ṣ·́ō fẹ́dù̽ǹdǔ |
| ọ̄kà | ó fọ́kâ | ṣ·́ō fọ́kâ |
| īyán | ó fẹ́yán | ṣ·́ō fẹ́yán |
| àṣǎró | ó fáṣǎró | ṣ·́ō fáṣǎró |
| ẹ̀gẹ̌ | ó fẹ́gẹ̌ | ṣ·́ō fẹ́gẹ̌ |
| gbágǔdá | ó fẹ́ gbágǔdá | ṣ·́ō fẹ́ gbágǔdá |

## UNIT 14

A. BASIC DIALOGUE: 'What did you have to drink this morning?'

A

| | | |
|---|---|---|
| mū | | drink |
| kíl'ō mū lâárộ | Kini o mu ni ãrọ? | What did you have to drink this morning? |

| | | |
|---|---|---|
| | B | |
| nígbâ wō | Ni igbà wo? | When? |
| | A | |
| nígbâ tó▾ jẹ̄-ūn | Ni ìgbàti o jẹun. | When you ate? |
| | B | |
| kọ̄fí | | coffee |
| mō mū kọ̄fí | Mo mu kọfí. | I drank coffee. |
| | A | |
| fī | | put |
| sí | | in |
| fī... sí | | put in |
| wàrà | | milk |
| ṣ'ō fī wàrà sí▾ | Ṣe o fi wàrà si i? | Did you put milk in it? |
| | B | |
| mō fī sí▾ dáādáā | Mo fi sii dā́dā́. | I put in enough [into] (it). |

B. NOTES

1. Another separable pair of verbs: fī... sí.

The elements fī and sí together correspond to English 'put... in.' Notice that they may occur either with or without a noun between them. sí is a verb in Yoruba, even though the English words to which it corresponds are often members of other parts of speech. The form sí▾ means 'in it.'

C. Exercises. (1-3, 1-2-3, 3-4, 1-2-3-4)

1. Make substitutions in the order given.

| | | | | |
|---|---|---|---|---|
| ↓ | | kíl▾ō jẹ̄ | ṣ·́ō jẹ̄ṣū | mō jẹ̄ṣū |
| ẹ̄yīn | 'egg' | kíl▾ō jẹ̄ | ṣ·́ō jẹ̄yīn | mō jẹ̄yīn |
| òūn | | kíló jẹ̄ | ṣó jẹ̄yīn | ó jẹ̄yīn |
| ẹ̄jā | | kíló jẹ̄ | ṣó jẹ̄jā | ó jẹ̄jā |
| ẹ̄yìn | 'palm nuts' | kíló jẹ̄ | ṣó jẹ̄yìn | ó jẹ̄yìn |
| īlá | | kíló jẹ̄ | ṣó jẹ̄lá | ó jẹ̄lá |
| ìwọ̄ | | kíl▾ō jẹ̄ | ṣ·́ō jẹ̄lá | mō jẹ̄lá |
| īṣū | | kíl▾ō jẹ̄ | ṣ·́ō jẹ̄ṣū | mō jẹ̄sū |
| ọ̄bẹ̀ | | kíl▾ō jẹ̄ | ṣ·́ō jọ̄bẹ̀ | mō jọ̄bẹ̀ |
| rà | | kíl▾ō rà | ṣ·́ō rọ̄bẹ̀ | mō rọ̄bẹ̀ |
| kọ̄fí | | kíl▾ō rà | ṣ·́ō rā kọ̄fí | mō rā kọ̄fí |
| wàrà | | kíl▾ō rà | ṣ·́ō rā wàrà | mō rā wàrà |
| mū | | kíl▾ō mū | ṣ·́ō mū wàrà | mō mū wàrà |
| òūn | | kíló mū | ṣó mū wàrà | ó mū wàrà |
| tíì | | kíló mū | ṣó mū tíì | ó mū tíì |

2. Repeat Exercise 1, but in deliberate style.

D. Supplementary material: Things to drink.

| | |
|---|---|
| àgbō | herb brew |
| ẹ̄mū | palm wine |

| | |
|---|---|
| ọ̄tí | 'liquor' |
| òrǒró | 'groundnut oil' |
| ōyīn | 'honey' |
| lá | 'lick' |

1. kílꜜẹ̄ mū What did you (pl.) drink (mū)?

| | | |
|---|---|---|
| kōfí | ā mū kọ̄fí | ṣé wọ́n mū kọ̄fí |
| wàrà | ā mū wàrà | ṣé wọ́n mū wàrà |
| tíì | ā mū tíì | ṣé wọ́n mū tíì |
| àgbō | ā màgbō | ṣé wọ́n mâgbō |
| ẹ̄mū | ā mẹ̄mū | ṣé wọ́n mẹ̄mū |
| ọ̄tí | ā mọ̄tí | ṣé wọ́n mọ̄tí |

2. kílꜜẹ̄ lá What did you (pl.) drink (lá)?

| | | |
|---|---|---|
| ọ̄bẹ̀ | ā lá ọ̄bẹ̀ | ṣé wọ́n lá ọ̄bẹ̀ |
| ēpō | ā lá ēpō | ṣé wọ́n lá ēpō |
| òrǒró | ā lá òrǒró | ṣé wọ́n lá òrǒró |
| ōyīn | ā lá ōyīn | ṣé wọ́n lá ōyīn |

## UNIT 15

A. BASIC DIALOGUE: 'Bring the cutlass.'

| | | |
|---|---|---|
| | A | |
| òjǒ ò | Ojo ò. | Ojo! |
| | B | |
| ẹ̀n' | Ẹn. | Yes? |
| | A | |
| àdǎ | | cutlass, machete |
| mú | | take, seize |
| wá | | come |
| lọ̄ mádǎ wá | Lọ mu àdá wa. | Bring the cutlass. |
| | B | |
| níbō ló wâ | Nibo ni o wa? | Where is it? |

| | | |
|---|---|---|
| | A | |
| āhéré | | farm-shack |
| ó wâ lăḣéré | O wà nı ahéré. | It's ın the shack. |
| | A | |
| má | ma | (marker of negative ımperatıve) |
| pẹ́ | | delay |
| má pẹ̌ ō | Ma pẹ o. | Don't delay! |
| | B | |
| ōṓ. | ǒ. | O.K. |

B. NOTES

1. Affırmatıve ımperatıves.

Look at the sentence: lọ̄ mú àdǎ wá 'fetch a cutlass'

The sımple verb stem wıth no subject pronoun ıs used as an ımperatıve. We have already seen (Unıt 12) that the plural ımperatıve ıs ıdentıcal ın form wıth the form whıch contaıns the second person plural subject pronoun ẹ̄. The plural form ıs often used ın addressıng only one person, as a mark of respect.

2. 'Fetch' = 'go, get____, come'

In the same sentence, notıce that the lıteral equıvalent of 'fetch' ıs 'go, get _____, come.' Yoruba and some other West Afrıcan languages use strıngs of verbs wıth a sıngle subject and no ıntervenıng conjunctıon a lıttle more freely than Englısh does. Thıs Yoruba constructıon ıs superfıcıally sımılar to the Englısh 'go get ıt,' 'go fınd ıt,' 'come help us,' but ın Englısh most such constructıons have only two verbs, and the fırst of these verbs ıs almost always eıther go or come. Also, the Englısh construction is used only in the imperative or after modals (can, will etc.) but not in the present or past.

3. Negative imperative.

In the sentence: má pẹ̌ 'don't delay'

notice that the high verb pẹ́ has rising tone. This is related to a form *máàpě in which the high level pitch of pẹ́ after a low tone was replaced by a rising pitch. But when, in the historical development of some dialects of Yoruba, the low à was lost, the rising tone remained on pe. The low à may still be heard in other dialects.

By the same process, mid verbs after má have second tone. Low verbs, however, have falling tone, and not the low level tone that they would have after another low tone.

C. Exercises

1.

| informal singular | | courteous / plural |
|---|---|---|
| lọ̄ sọ́jâ | 'go to the market' | ē lọ̄ sọ́jâ |
| jẹ̈-ūn | 'eat' | jẹ̄-ūn |
| mū kọ̄fí | 'drink coffee!' | ẹ̄ mū kọ̄fí |
| mú sû-úrû | 'be patient' | ẹ̄ mú sû-úrû |
| fún mī lọ́kọ́ | 'give me a spade' | ẹ̄ fún mī lọ́kọ́ |
| má lọ̍ sọ́jâ | 'don't go to the market' | ẹ̄ má lọ̍ sọ́jâ |
| má jẹ̍-ūn | ' | ẹ̄ má jẹ̍-ūn |
| má mu̍ kọ̄fí | | ẹ̄ má mu̍ kọ̄fí |
| má fǔn mī lọ́kọ́ | | ẹ̄ má fǔn mī lọ́kọ́ |

2. 'don't buy a shirt' (1-2, 2-3, 3-2)

| | | | | |
|---|---|---|---|---|
| a. | ẹ̀wù | | má rẹ̽wù | má ra̍ ẹ̀wù |
| | kẹ̀kẹ̌ | | má ra̍ kẹ̀kẹ̌ | má ra̍ kẹ̀kẹ̌ |
| | ìwě | | má râwě | má ra̍ ìwě |
| | ọ̄kọ́ | 'spade' | má rọ̍kọ́ | má ra̍ ọ̄kọ́ |
| | īlá | | má ra̍lá | má ra̍ īlá |
| | ìlù | | má ra̽lù | má ra̍ ìlù |

D. Supplementary materials: Places

| | |
|---|---|
| ābúlé | 'hut, village' |
| āgbè | 'gourd' |
| āgbọ̀n | 'basket' |
| āwọ̄ | 'leather (here, leather sheath) |
| ēbè | 'round heap for planting yams' |
| ìkòkò | 'cooking pot' |
| kùkùtě | 'stump': kùkùtě īgī<br>'stump of a tree' |

1. níbō làdǎ wâ 'where is the cutlass?' (1-2, 2-3, 3-2)

| | | | |
|---|---|---|---|
| a. | ābúlé | ó wâ lǎbúlé | ó wâ nǐ ābúlé |
| | īlé | ó wâ nǐlé | ó wâ nǐ īlé |
| | āhéré | ó wâ lǎhéré | ó wâ nǐ āhéré |
| | ōkō 'farm' | ó wâ lǒkō | ó wâ nǐ ōkō |
| b. | ēbè | ó wâ lǒrí ēbè | |
| | īgī | ó wâ lǒrí īgī | |
| | āgbè | ó wâ lǒrí āgbè | |
| | kùkùtě īgī | .ó wâ lǒrí ku̽kùtě īgī | |

| | | |
|---|---|---|
| c. | āwọ̄ | ó wâ nǐnú āwọ̄ |
| | āgbọ̀n | ó wâ nǐnú āgbọ̀n |
| | ìkòkò | ó wâ nǐnú ǐkòkò |

2.

| | 'it is in the___' | 'in the____is where it is' |
|---|---|---|
| āgbọ̀n | ó wâ nǐnú āgbọ̀n | nínú āgbọ̀n lǒwâ |
| ìkòkò | ó wâ nǐnú ǐkòkò | nínú ǐkòkò lǒwâ |
| tábílî | ó wâ nǐnúꜜtábílî | nínúꜜ tábílî lǒwâ |
| ọ̄kọ̀ | ó wâ nǐnú ọ̄kọ̀ | nínú ọ̄kọ̀ lǒwâ |
| īlé | ó wâ nǐlé | nílé lówâ |
| ōkō | ó wâ lǒkō | lókō lówâ |

## UNIT 16

A. BASIC DIALOGUE: 'Where are you going?'

A

| | | |
|---|---|---|
| níbō | | where? |
| níbō lò ňlọ̄ or:<br>níbō lō ńlọ̄ | Nibo ni o nlọ? | Where are you going? |

B

| | | |
|---|---|---|
| mō ńlọ̄lé | Mo nlọ ile. | I'm going home. |

A

| | | |
|---|---|---|
| ṣē | | do, make |
| kílꜜō fẹ́ʻṣē nílé | Kini o fẹ ṣe ni ile? | What do you want to do at home? |

B

| | | |
|---|---|---|
| mō ń lōꜜ jẹ̄-ūn | Mo nlọ jẹun. | I'm going [there] to eat. |

A

| | | |
|---|---|---|
| kílṓ jẹ̍ | Kini o jẹ? | What will you eat? |

B

| | | |
|---|---|---|
| sọ̄ | | to say |
| n̄ kò lē: sọ̄ | Ng ko lẽ sọ. | I can't say. |

B. NOTES

1. The n- tense.

Compare the questions:

| | |
|---|---|
| níbō lō▾lọ̄ | 'where did you go?' |
| níbō lō ńlọ̄ | 'where are you going?' |

The element ń carries the meaning 'progressive'. It occurs immediately before a verb root. The resulting combinations are often translated into English with the 'is ____ -ing' form of the verb.

This present progressive element has the form [ń] (customarily written 'n') before most consonants, but is [ŋ́] (customarily written 'n') before k, g, w; [ḿ] before b, f; and [mŋ] (pronounced in same position as the stops) before gb, p.

2. Lengthening of the vowel of a verb.

Compare the verb sequences in:

| | |
|---|---|
| kíl▾ō fẹ́ ṣē | 'what do you want to do?' |
| mō ńlō▾ jẹ̄-ūn | 'I'm going /there/ to eat (something)' |

In the first sentence, the verbs are fẹ́ 'want' and ṣē 'make, do.' In the second sentence, they are lọ̄ 'go' and jẹ̄ 'eat.' In the second sentence, the first of the two verbs has a lengthened vowel, while this is not true in the first sentence.

## C. Exercises

1. n-form vs. simple form.

a. 'What is he doing?' 'What did he do?' (1-2, 2-3, 3-2)

| | | | |
|---|---|---|---|
| | ṣē | kílọ́ ńṣē | kílọ́ ṣē |
| | jẹ̄ | kílọ́ ńjẹ̄ | kílọ́ jẹ̄ |
| | mū | kílọ́ ńmū | kílọ́ mū |
| | rà | kílọ́ ńrâ | kílọ́ râ |
| | gbà | kílọ́ ńgbâ | kílọ́ gbâ |
| | tà | kílọ́ ńtâ | kílọ́ tâ |
| b. | ṣē | kínī wọ́n ńṣē | kínī wọ́n ṣē |
| | jẹ̄ | kínī wọ́n ńjẹ̄ | kínī wọ́n jẹ̄ |
| | mū | kínī wọ́n ńmū | kínī wọ́n mū |
| | rà | kínī wọ́n ńrâ | kīnī wọ́n râ |
| | gbà | kínī wọ́n ńgbâ | kínī wọ́n gbâ |
| | tà | kínī wọ́n ńtâ | kínī wọ́n tâ |
| c. | ṣē | kílẹ̄ ńṣē | kíl▾ẹ̄ ṣē |
| | | or, kílệ ňṣē | |
| | jẹ̄ | kílẹ̄ ńjẹ̄ | kíl▾ẹ̄ jẹ̄ |
| | mū | kílẹ̄ ńmū | kíl▾ẹ̄ mū |
| | rà | kílẹ̄ ńrâ | kíl▾ẹ̄ rà |
| | gbà | kílẹ̄ ńgbâ | kíl▾ẹ̄ gbà |
| | tà | kílẹ̄ ńtâ | kíl▾ẹ̄ tà |

| | | | |
|---|---|---|---|
| d. | ṣē | kílō ńṣē | kíl'ō ṣē |
| | | or: kílô ňṣē | |
| | jẹ̄ | kílō ńjẹ̄ | kíl'ō jẹ̄ |
| | mū | kílō ńmū | kíl'ō mū |
| | rà | kílō ńrâ | kíl'ọ̄ rà |
| | gbà | kílō ńgbâ | kíl'ō gbà |
| | tà | kílō ńtâ | kíl'ō tà |
| 2. | 'What are you doing?' (1-2, 2-3, 3-2) | | |
| | ↓ | kílō ńṣē | kínī ō ńṣē (or: kínī ò...) |
| | jẹ̄ | kílō ńjẹ̄ | kínī ō ńjẹ̄ |
| | òūn | kíló ńjẹ̄ | kínī ó ńjẹ̄ |
| | tà | kíló ńtâ | kínī ó ńtâ |
| | àwọ̄n | kínī wọ́n ńtâ | kínī wọ́n ńtâ |
| | rà | kínī wọ́n ńrâ | kínī wọ́n ńrâ |
| | mū | kínī wọ́n ńmū | kínī wọ́n ńmū |
| | ìwọ̄ | kílō ńmū | kínī ō ńmū |
| | rà | kílō ńrâ | kínī ō ńrâ |
| | òūn | kíló ńrâ | kínī ó ńrâ |
| | mū | kíló ńmū | kínī ó ńmū |
| | ìwọ̄ | kílō ńmū | kínī ō ńmū |
| | ẹ̀yīn | kílẹ̄ ńmū | kínī ẹ̄ ńmū |
| | tà | kílẹ̄ ńtâ | kínī ẹ̄ ńtâ |
| | jẹ̄ | kílẹ̄ ńjẹ̄ | kínī ẹ̄ ńjẹ̄ |
| | ṣē | kílẹ̄ ńṣē | kínī ẹ̄ ńṣē |
| | ìwọ̄ | kílō ńṣē | kínī ō ńṣē |

D. Supplementary materials: Actions often expressed with the n- tense.

| | |
|---|---|
| kọ́ | 'to learn, study' |
| kọ̄ | 'to write' |
| fọ̀ | 'to wash' |
| nāju | 'to relax, get fresh air' |
| nārā | 'to rest (nà 'to stretch', ārā 'body') |
| rán | 'to send, sew' |
| sùn | 'to sleep' |
| tāyò | 'to play āyò' (tā, āyò) |

1. kílọ́ ńṣē 'What is he doing?' (1-2, 2-3, 3-2)

| | | |
|---|---|---|
| kọ́ | ó ńkọ́wẹ̌ | ó ńkọ́ ìwě |
| kọ̄ | ó ńkộwě | ó ńkọ̄ ìwě |
| fọ̀ | ó ńfọ̄ṣọ̄ | ó ńfọ̄ āṣọ̄ |
| nājú | ó ńnājú | ó ńnājú |
| nārā | ó ńnārā | ó ńnārā |
| rán | ó ńránṣọ̄ | ó ńrán āṣọ̄ |
| sùn | ó ńsûn | ó ńsûn |
| tāyò | ó ńtāyò | ó ńtā āyò |

2. 'we are studying' 'we studied' (1-2, 2-3, 3-2)

| | | |
|---|---|---|
| kọ́ | ā ńkọ́wě | ā kọ́wě |
| kọ̄ | ā ńkộwě | ā kọ̀wě |
| fọ̀ | ā ńfọ̄ṣọ̄ | ā fọ̄ṣọ̄ |
| nājú | ā ńnājú | ā nājú |

| | | |
|---|---|---|
| nārā | ā ńnārā | ā nārā |
| rán | ā ńránṣọ̄ | ā ránṣọ̄ |
| tāyò | ā ńtāyò | ā tāyò |

## UNIT 17

A. BASIC DIALOGUE: 'I took our child to school'

A

| | | |
|---|---|---|
| ọ̄mọ̄ | | child |
| īlé`wě | | school ('house of book') |
| mō mú ọ̄mọ̄▾wā lọ̄lé`wě | Mo mu ọmọ wa lọ ile iwe. | I took our child (and went) to school. |

B

| | | |
|---|---|---|
| fún | | for |
| fún kínī | Fun kini? | What for? |

A

| | | |
|---|---|---|
| ẹ̀kọ̌ | | education, schooling |
| fún ẹ̀kọ̌▾rẹ̀ | Fun ẹ̀kọ́ rẹ. | For his lesson. |

B

| | | |
|---|---|---|
| ṣē | | do, make |
| ṣó ńṣē dáādáā | Ṣe o nṣe daradara? | Is he doing well? |

A

| | | |
|---|---|---|
| bẹ́ẹ̀nī ó ńṣē dáādáā | Bẽni, o nṣe daradara. | Yes, he's doing well. |

B. NOTES

1. Possessive, first plural.

The first person plural possessive is found in the expression:

ọ̄mọ̄▾wā 'our child'

Its form may be symbolized in writing by _▾wā_. Compare the possessives _ˋmī_ 'my' and _ˋrẹ̄_ 'your (sg.)' discussed in Unit 9.

2. Possessive, third singular.

The third person plural possessive is found in the expression:

ẹ̀kọ́▾rẹ̀ 'his lesson'

Its form may be symbolized as _▾rẹ̀_. Notice that it differs from _ˋrẹ̄_ 'your' with respect to both tones.

3. _fún_ as translation of 'for'.

Note that in the utterance

fún ẹ̀kọ̌▾rẹ̀ 'for his lessons'

the word _fún_ is followed directly by a noun. Compare Note 4, Unit 12. In the present example, _fún_ is not the main verb in the clause, and it has only one object.

C. Exercises.

1. Differences in tonal pattern for various pronominal possessives. (1-2, 1-3, 1-4, 3-4, 4-3)

| | | | | | |
|---|---|---|---|---|---|
| a. | ọ̄kọ̄ | 'husband' | ọ̄kọ̄▾wā | ọ̄kọ̄▾rẹ̀ | ọ̄kọ̄ˋrẹ̄ |
| | āyā | (or: āyākọ̄) | āyā▾wā | āyā▾rẹ̀ | āyāˋrẹ̄ |
| | ọ̄mọ̄ | | ọ̄mọ̄▾wā | ọ̄mọ̄▾rẹ̀ | ọ̄mọ̄ˋrẹ̄ |
| | ēpō | | ēpō▾wā | ēpō▾rẹ̀ | ēpōˋrẹ̄ |

|  |  |  |  |  |  |
|---|---|---|---|---|---|
|  | ọ̀bẹ̄ | 'knife' | ọ̀bẹ̄▾wā | ọ̀bẹ̄▾rẹ̀ | ọ̀bẹ̄ˋrẹ̄ |
|  | ìbọ̄n |  | ìbọ̄n▾wā | ìbọ̄n▾rẹ̀ | ìbōnˋrẹ̄ |
| b. |  |  | 'our book' | 'his book' | 'your book' |
|  | ìwě |  | ìwě▾wā | ìwě▾rẹ̀ | ìwěˋrẹ̄ |
|  | ẹ̀kọ̌ |  | ẹ̀kọ̌▾wā | ẹ̀kọ̌▾rẹ̀ | ẹ̀kọ̌ˋrẹ̄ |
|  | àdǎ |  | àdǎ▾wā | àdǎ▾rẹ̀ | àdǎˋrẹ̄ |
|  | īlé |  | īlé▾wā | īlé▾rẹ̀ | īléˋrẹ̄ |
|  | īlá |  | īlá▾wā | īlá▾rẹ̀ | īláˋrẹ̄ |
|  | āhéré |  | āhéré▾wā | āhéré▾rẹ̀ | āhéréˋrẹ̄ |
|  | kọ̄fí |  | kọ̄fí▾wā | kọ̄fí▾rẹ̀ | kọ̄fíˋrẹ̄ |
|  | ọ̄kọ́ | 'spade' | ọ̄kọ́▾wā | ọ̄kọ́▾rẹ̀ | ọ̄kọ́ˋrẹ̄ |
| c. | ẹ̀wù |  | ẹ̀wù▾wā | ẹ̀wù▾rẹ̀ | ẹ̀wùˋrẹ̄ |
|  | ọ̄kọ̀ | 'car' | ọ̄kọ̀▾wā | ọ̄kọ̀▾rẹ̀ | ọ̄kọ̀ˋrẹ̄ |
|  | ọ̀kọ̀ | 'spear' | ọ̀kọ̀▾wā | ọ̀kọ̀▾rẹ̀ | ọ̀kọ̀ˋrẹ̄ |
|  | ẹ̄yìn | 'palm nut' | ẹ̄yìn▾wā | ẹ̄yìn▾rẹ̀ | ẹ̄yìnˋrẹ̄ |
|  | ọ̄bẹ̀ | 'soup' | ọ̄bẹ̀▾wā | ọ̄bẹ̀▾rẹ̀ | ọ̄bẹ̀ˋrẹ̄ |
|  | ṣòkòtò |  | ṣòkòtò▾wā | ṣòkòtò▾rẹ̀ | ṣòkòtòˋrẹ̄ |

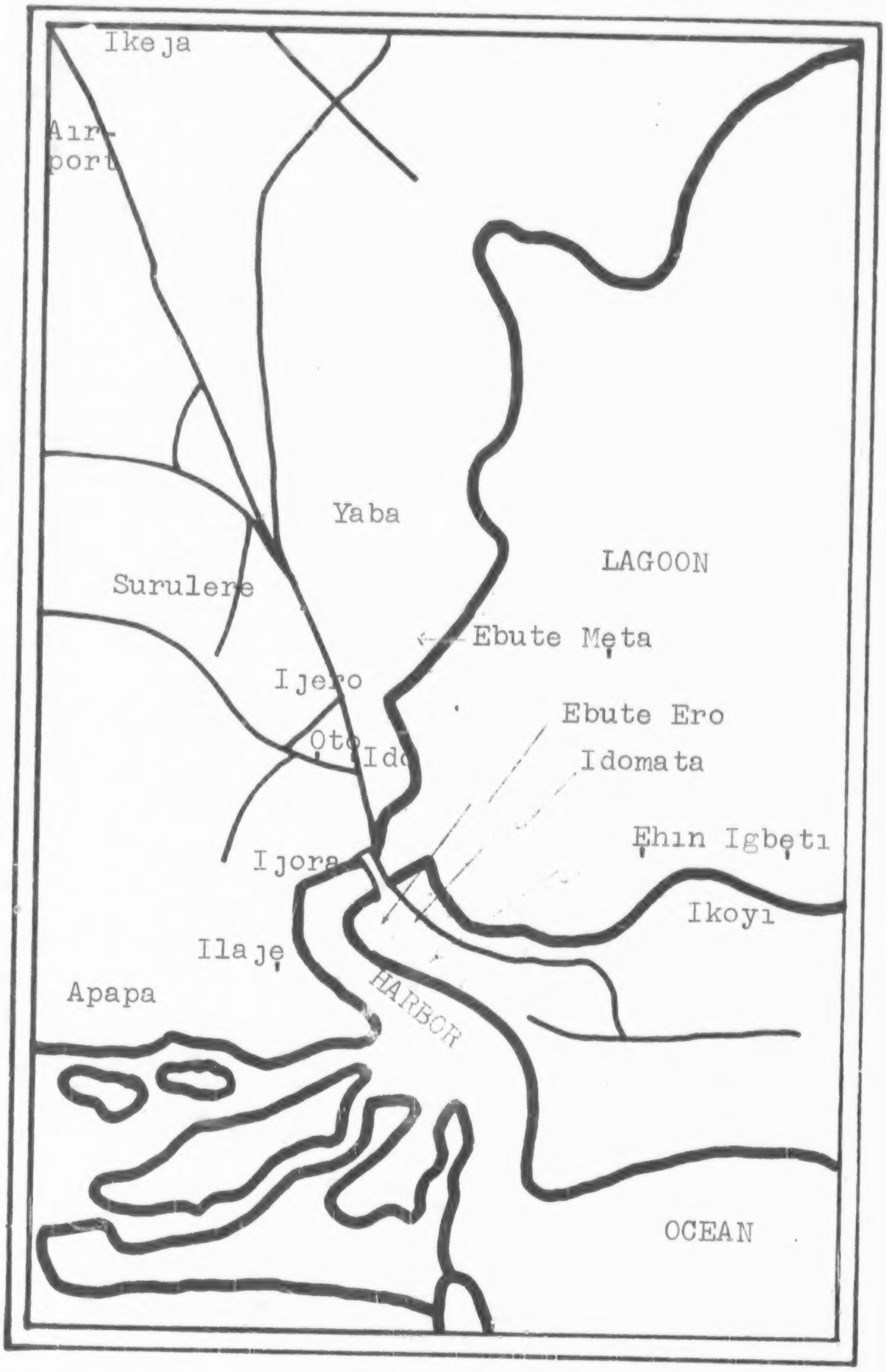
D. Supplementary materials: Place names in the Western Region, and in the vicinity of Lagos.

1. Learn to read aloud, with proper tones, the place names on Maps A and B.

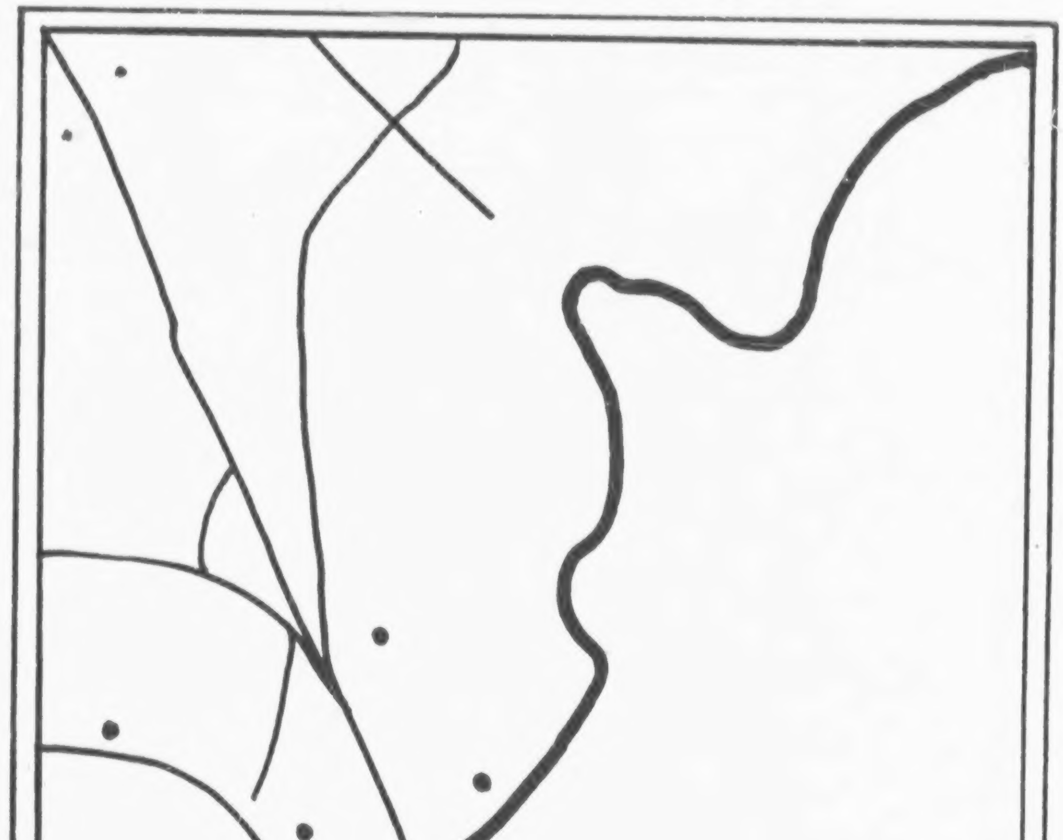
2. Learn to name the places shown on Maps A′and B′.

Places in and around Lagos

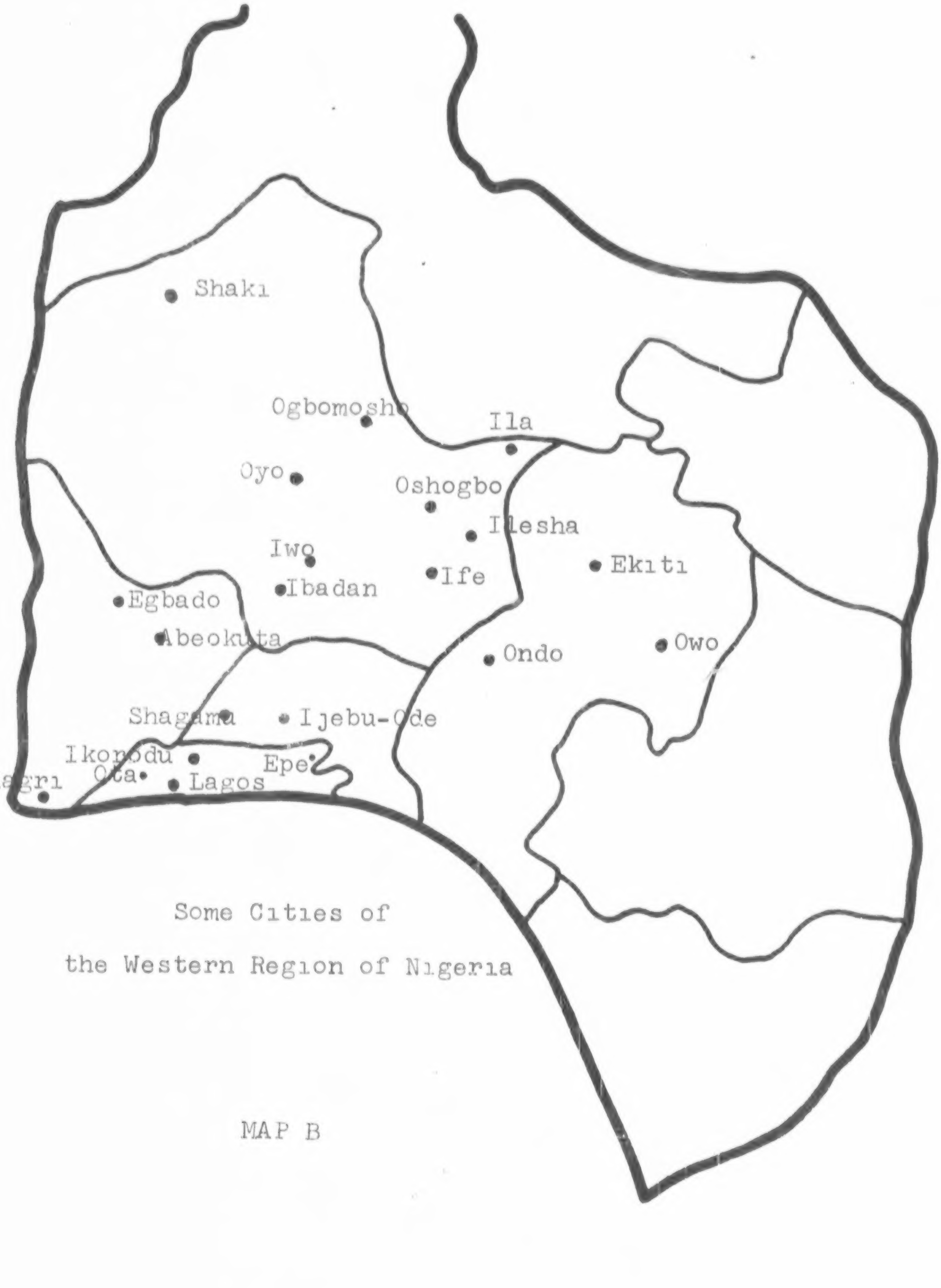
| | | |
|---|---|---|
| àpǎpá | Apapa | - wharves,village near the wharves |
| èbǔté mẹ́tá | Ebute Mẹtta | - three harbors, the last section before entering Lagos |
| èbǔté e̽rò | Ebute Ero | - a section in Lagos island |
| ẹ̀hìngbẹ̀tì | Ehin Igbẹ̀ti | - 'Back of Igbeti'— area along marina —shopping area |
| ìdǒ | Iddo | - terminus — railway and lorry terminal between Ebute Metta and Lagos island, separated from latter by Carter Bridge |
| ìdǒma̽tà | Idomatà | - 'Mata's harbor' - part of Lagos island, immediately after the bridge |
| ìjọ̄rá | Ijora | - 'congregation of relatives' One of the suburbs in Lagos, near Iddo and Apapa |
| ìkòyǐ | Ikoyi | - formerly reserved area to the NW of Lagos. |
| ìlàjẹ̄ | Ilàjẹ | - 'eating mark' or 'fish searching area', near Apapa |
| yábǎ | Yába | - north of Ebute Metta |
| ọ̀tọ̀ | Òttọ̀ | - 'a separate entity'—suburbs near Iddo |
| ìjērò | Ijero | - eating area for strangers— West of Ebute Metta. |
| sù-úrûlěrê | Sũrulere | - 'patience has its worth'—west of Yaba |


Ikeja
Air-
port
Yaba
LAGOON
Surulere
Ebute Mẹta
Ijero
Ebute Ero
Oto
Ido
Idomata
Ẹhin Igbẹti
Ijora
Ikoyi
Ilajẹ
Apapa
HARBOR
OCEAN

MAP A

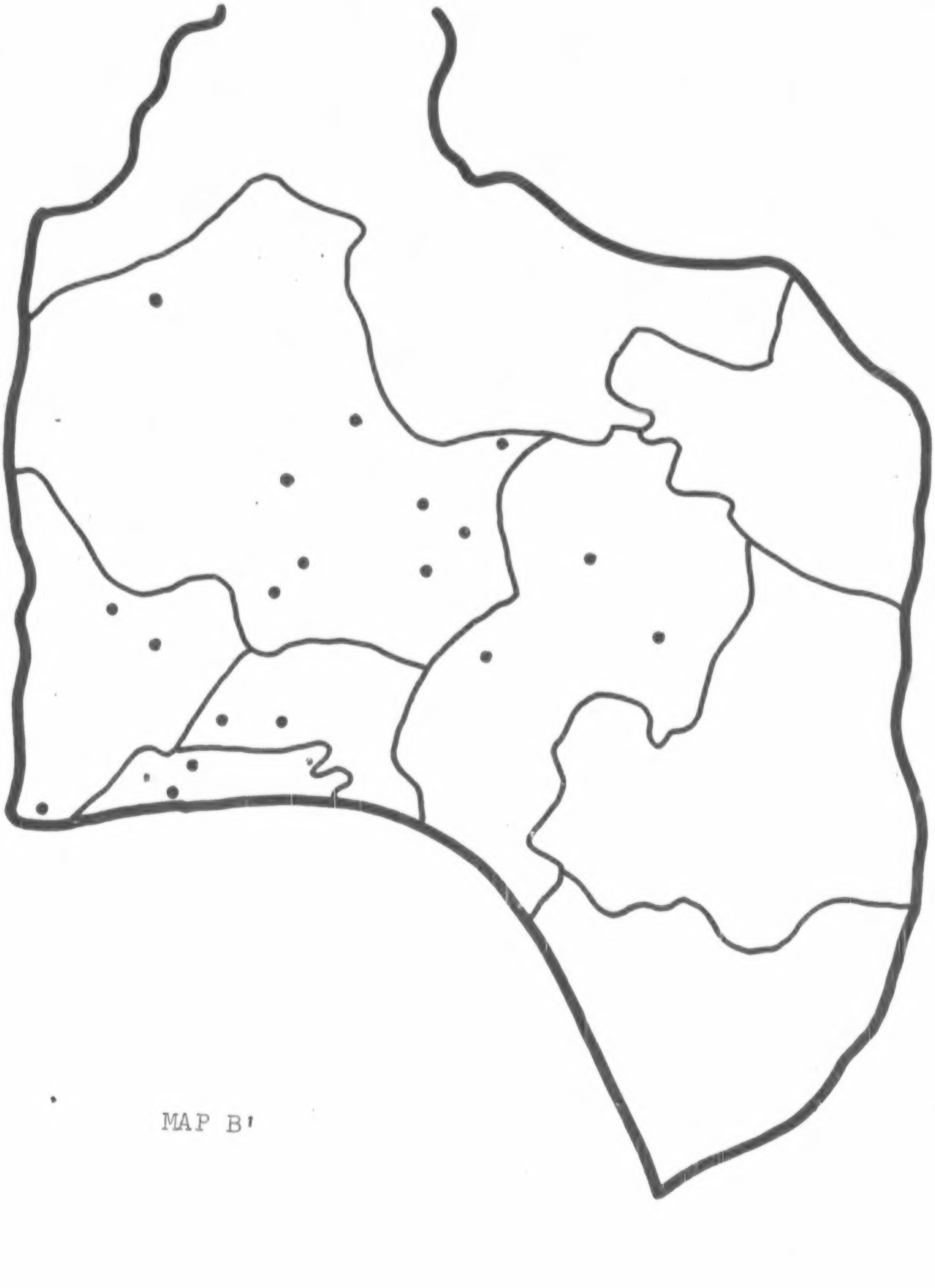


MAP A'

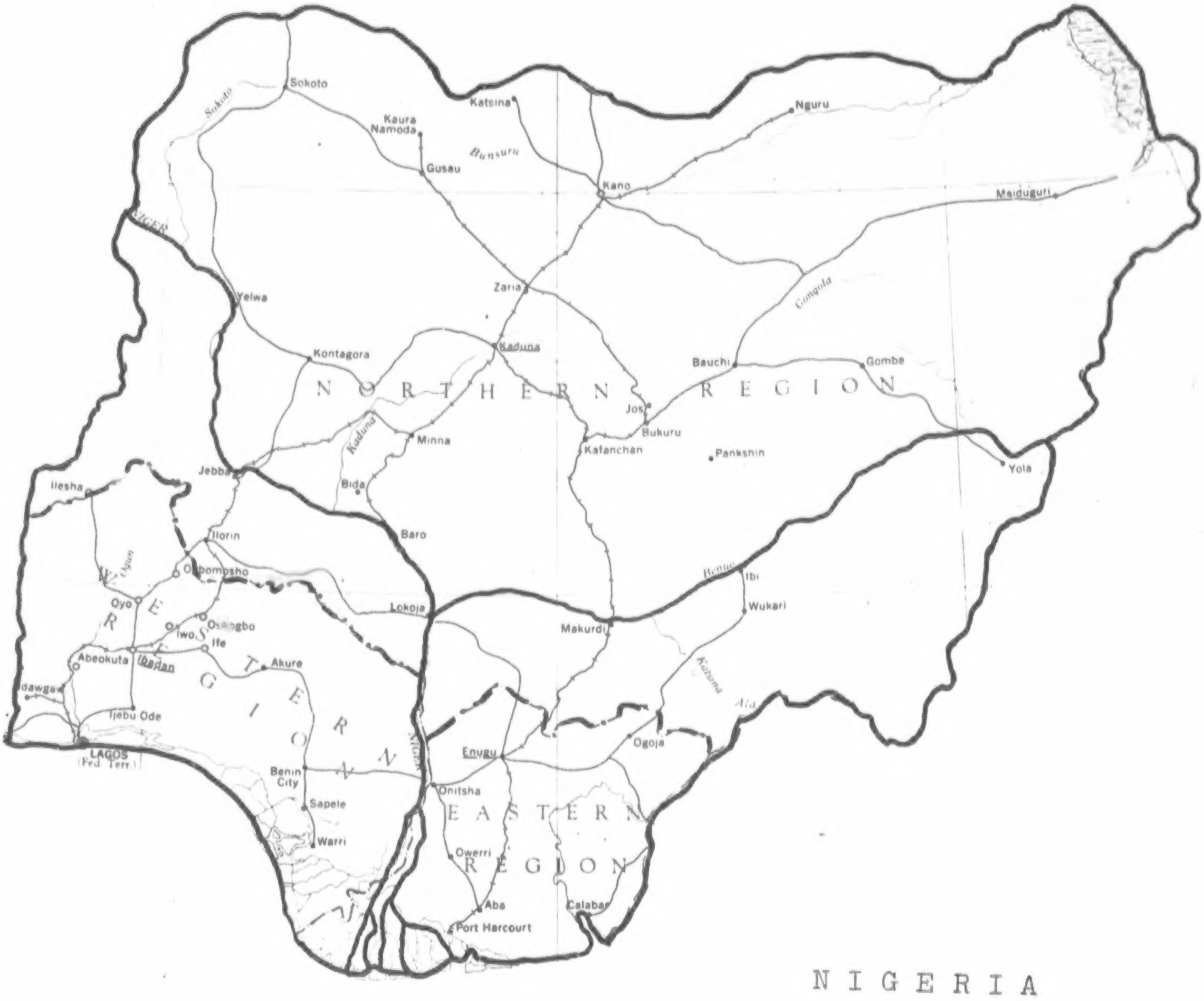

Shakı
Ogbomosho
Ila
Oyo
Oshogbo
Ilesha
Iwo
Ekıtı
Ibadan
Ife
Egbado
Abeokuta
Ondo
Owo
Shagamu
Ijebu-Ode
Ikorodu
Epe
Ota
Badagrı
Lagos

Some Cities of
the Western Region of Nigeria

MAP B



MAP B'


Sokoto
Sokoto
Katsina
Kaura Namoda
Gusau
Bunsuru
Nguru
Kano
Maiduguri
NIGER
Yelwa
Zaria
Gongola
Kontagora
Kaduna
Bauchi
Gombe
NORTHERN REGION
Jos
Bukuru
Kaduna
Minna
Kafanchan
Pankshin
Yola
Jebba
Ilesha
Bida
Ilorin
Baro
Ogun
Ogbomosho
Benue
Ibi
Oyo
Lokoja
Wukari
Makurdi
Iwo
Oshogbo
Ife
Abeokuta
Ibadan
Akure
dawgaw
Ijebu Ode
WESTERN REGION
Katsina Ala
Enugu
Ogoja
LAGOS (Fed. Terr.)
Benin City
Sapele
Warri
Niger
Onitsha
EASTERN REGION
Owerri
Aba
Calabar
Port Harcourt

NIGERIA

Cities

| | | | |
|---|---|---|---|
| ābẹ́òkŭtā | Abẹokuta | ìkòròdŭ | Ikorodu |
| àgbădárîgĭ | Badagri | ìpĕrū | Iperu |
| èkìtì | Ekiti | ìwŏ | Iwo |
| èkŏ | Lagos | ògbŏmộṣọ̌ | Ogbomọ̄shọ |
| ẹ̀gbădô | Egbado (area that includes Ilaro.) | ōǹdŏ | Ondo |
| ẹ̀pẹ̌ | Ẹ̀pẹ | òṣōgbō | Oshogbo (another part of Egbado) |
| ìbàdàn | Ibadan | ọ̀tà | Ọta |
| | | ọ̀wọ̀ | Ọ́wọ |
| ìfẹ̀ | Ifẹ | ọ̀yọ̌ | Ọyọ |
| ìjẹ̀bŭ òdē | Ijẹbu Ode | ṣàgămû | Shagamu |
| ìlă | Ila | ṣākí | Saki |
| īléṣâ | Ilesha | | |

## UNIT 18

A. BASIC DIALOGUE: 'Who are they?'

| | | |
|---|---|---|
| | A | |
| dé | | arrive |
| àwọ̄n tāló dé | Awọn tani o de? | Who are the arrivals? |
| | B | |
| ọ̀rẹ̌ | | friend |
| àwọ̄n ọ̀rẹ̌‾yín | Awọn ọrẹ yin. | Your friends. |
| | A | |
| látìbō | Lati ibo? | From where? |

| | | |
|---|---|---|
| | B | |
| látêkǒ | Latı Eko. | From Lagos. |
| | A | |
| kó | | took several things |
| ẹ̄rù | | load |
| wọ̄ | | enter |
| kẹ́rū▾wọ̄n wọ̄lé | Ko ẹru wọn wọ ıle. | Brıng theır things ınto the house. |
| | B | |
| bù | | dıpped out |
| ōmī | | water |
| bōmī fún wọ̄n | Bu omı fun wọn. | Dıp out some water for them. |
| | A | |
| tètè | Tete. | Hurry. |
| | B | |
| sọ̄ | | speak |
| pé | | that |
| bọ̀ | | come back |
| sọ̄ fún wọ̄n pé mô m̌bộ | Sọ fun wọn pe mo nbọ. | Tell them that I am comıng. |

B. NOTES

1. Possessıves, second plural and thırd plural.

In thıs unıt we meet the last two of the possessıves:

| | |
|---|---|
| ọ̀rẹ̄▾yín | 'your (pl.) frıend' |
| ẹ̄rù▾wọ̄n | 'theır loads' |

The forms of these possessives may be summarized as ꜜyín 'your (pl. or polite sg.)' and ꜜwọ̄n 'their.' Notice that the 3 pl. possessive has mid tone, while the 3 pl. subject pronoun wọ́n has high tone.

Both of these possessives are nasalized throughout. Be sure to nasalize the w- and the y-, as well as the vowels.

C. Exercises.

1. Possessives, 2 pl. and 3 pl.

a. After high or rising tone.

| | | | |
|---|---|---|---|
| àdǎ | | àdǎꜜyín | àdǎꜜwọ̄n |
| ẹ̀kọ̌ | | ẹ̀kọ̌ꜜyín | ẹ̀kọ̌ꜜwọ̄n |
| ìwě | | ìwěꜜyín | ìwěꜜwọ̄n |
| ọ̀rẹ̌ | | ọ̀rẹ̌ꜜyín | ọ̀rẹ̌ꜜwọ̄n |
| Īlé | | ĪléꜜYín | Īléꜜwọ̄n |
| āhéré | | āhéréꜜyín | āhéréꜜwọ̄n |
| kọ̄fí | | kọ̄fíꜜyín | kọ̄fíꜜwọ̄n |
| ọ̄kọ́ | 'spade' | ọ̄kọ́ꜜyín | ọ̄kọ́ꜜwọ̄n |

b. After mid tone.

| | | | |
|---|---|---|---|
| ọ̄kọ̄ | 'husband' | ọ̄kọ̄ꜜyín | ọ̄kọ̄ꜜwọ̄n |
| ọ̄mọ̄ | | ọ̄mọ̄ꜜyín | ọ̄mọ̄ꜜwọ̄n |
| ọ̀bẹ̄ | 'knife' | ọ̀bẹ̄ꜜyín | ọ̀bẹ̄ꜜwọ̄n |
| ìbọ̄n | | ìbọ̄nꜜyín | ìbọ̄nꜜwọ̄n |

c. After low tone.

| | | | |
|---|---|---|---|
| ọ̄kọ̀ | 'car' | ọ̄kọ̀▾yín | ọ̄kọ̀▾wọ̄n |
| ẹ̄rù | | ẹ̄rù▾yín | ẹ̄rù▾wọ̄n |
| ọ̄bẹ̀ | 'soup' | ọ̄bẹ̀▾yín | ọ̄bẹ̀▾wọ̄n |
| ọ̀kọ̀ | 'spear' | ọ̀kọ̀▾yín | ọ̀kọ̀▾wọ̄n |
| bàtà | | bàtà▾yín | bàtà▾wọ̄n |

2.

| | | | |
|---|---|---|---|
| ẹ̄rù | | kẹ́rû▾wọ̄n | kó ẹ̄rù▾wọ̄n |
| ìwě | | kówě▾wọ̄n | kó ìwě▾wọ̄n |
| ọ̀bẹ̄ | | kọ́bẹ̍▾wọ̄n | kó ọ̀bẹ̄▾wọ̄n |
| ẹ̀wù | | kẹ́wû▾wọ̄n | kó ẹ̀wù▾wọ̄n |
| ẹ̄yīn | 'eggs' | kẹ́yīn▾wọ̄n | kó ẹ̄yīn▾wọ̄n |
| ọ̄kọ́ | 'spades' | kọ́kọ́▾wọ̄n | kó ọ̄kọ́▾wọ̄n |
| ọ̀kọ̀ | 'spears' | kọ́kộ▾wọ̄n | kó ọ̀kọ̀▾wọ̄n |

3.

| | 'they arrived from ___' | |
|---|---|---|
| èkǒ | wọ́n dé látêkǒ | wọ́n dé láti̍ èkǒ |
| ọ̄jà | wọ́n dé látọ̍jà | wọ́n dé láti̍ ọ̄jà |
| īlé | wọ́n dé láti̍lé | wọ́n dé láti̍ īlé |
| āhéré | wọ́n dé láta̍héré | wọ́n dé láti̍ āhéré |
| ìlǔ | wọ́n dé látîlǔ náà | wọ́n dé láti̍ ìlǔ náà |

D. Supplementary materials: Nouns expressing personal relationships

| | | | |
|---|---|---|---|
| pẹ̀lǔ | with | ārá | relatives |
| ẹ̀gbọ̌n | older siblings | òbǐ | parents |
| àbǔrô | junior sisters / brothers | ọ̄bàkān | half-sibling |
| | | āládǔgbô | neighbors |

| | | | |
|---|---|---|---|
| ọ̄mọ̄ | child | ẹ̄lẹ́gbẹ́ | one's fellow |
| ōlùkọ̌nī | teacher | ālábǎṣīṣẹ́ | co-worker |
| ẹ̄gbẹ́ | companion | ọ̄mọ̄ ọ̀dọ̀ | domestic employee |

1. (1-2, 1-5, 2-5, 1-2-3-4-5)

| 1 (noun) | 2 (2 sg.) | 3 (2 pl.) | 4 (1 pl.) | 5 (3 sg.) |
|---|---|---|---|---|
| ọ̀rẹ̌ | ọ̀rẹ̌ˋrẹ̄ | ọ̀rẹ̌▾yín | ọ̀rẹ̌▾wā | ọ̀rẹ̌▾rẹ̀ |
| ẹ̀gbọ̌n | ẹ̀gbọ̌nˋrẹ̄ | ẹ̀gbọ̌n▾yín | ẹ̀gbọ̌n▾wā | ẹ̀gbọ̌n▾rẹ̀ |
| òbǐ | òbǐˋrẹ̄ | òbǐ▾yín | òbǐ▾wā | òbǐ▾rẹ̀ |
| ārá | āráˋrẹ̄ | ārá▾yín | ārá▾wā | ārá▾rẹ̀ |
| ẹ̄gbẹ́ | ẹ̄gbẹ́ˋrẹ̄ | ẹ̄gbẹ́▾yín | ẹ̄gbẹ́▾wā | ẹ̄gbẹ́▾rẹ̀ |
| ẹ̄lẹ́gbẹ́ | ẹ̄lẹ́gbẹ́ˋrẹ̄ | ẹ̄lẹ́gbẹ́▾yín | ẹ̄lẹ́gbẹ́▾wā | ẹ̄lẹ́gbẹ́▾rẹ̀ |
| ọ̄mọ̄ | ọ̄mọ̄ˋrẹ̄ | ọ̄mọ̄▾yín | ọ̄mọ̄▾wā | ọ̄mọ̄▾rẹ̀ |
| ọ̄mọ̄ ọ̀dọ̀ | ọ̄mọ̄ ọ̀dọ̀ˋrẹ̄ | ọ̄mọ̄ ọ̀dọ̀▾yín | ọ̄mọ̄ ọ̀dọ̀▾wā | ọ̄mọ̄ ọ̀dọ̀▾rẹ̀ |
| ọ̄bàkān | ọ̄bàkānˋrẹ̄ | ọ̄bàkān▾yín | ọ̄bàkān▾wā | ọ̄bàkān▾rẹ̀ |
| àbǔrô | àbǔrôˋrẹ̄ | àbǔrô▾yín | àbǔrô▾wā | àbǔrô▾rẹ̀ |
| ōlùkọ̌nī | ōlùkọ̌nīˋrẹ̄ | ōlùkọ̌nī▾yín | ōlùkọ̌nī▾wā | ọ̄lùkọ̌nī▾rẹ̀ |
| ālábǎṣīṣẹ́ | ālábǎṣīṣẹ́ˋrẹ̄ | ālábǎṣīṣẹ́▾yín | ālábǎṣīṣẹ́▾wā | ālábǎṣīṣẹ́▾rẹ̀ |
| āládǔgbô | āládǔgbôˋrẹ̄ | āládǔgbô▾yín | āládǔgbô▾wā | āládǔgbô▾rẹ̀ |

## UNIT 19

### A. BASIC DIALOGUE: 'Father gave you gifts'

| | | |
|---|---|---|
| | A | |
| ẹ̀bùn | | gift |
| bàbǎ fún▾yín lẹ́bûn | Baba fun yin ni ẹ̀bun. | Father gave you gifts. |
| | B | |
| ī rú | | kind, seed |
| ẹ̀būn▾rúwò | Ebun iruwo? | What kind of gifts? |
| | A | |
| āṣọ̄ | | cloth, clothes |
| ìwě āṣọ̄ àtìlù | Iwe, aṣọ ati ilù. | Books, clothes and a drum. |
| | B | |
| níbō nī wọ́n wâ | Nibo ni wọn wa? | Where are they? |
| | A | |
| īnú | | stomach, belly, inside |
| àpǒtí | | box |
| wọ́n wâ nǐnú àpǒtí | Wọn wa ninu apoti. | They're in the box. |
| ẹ̄ lọ̄▾ kó wọ̄n | Ẹ lọ ko wọn. | Go and get them. |
| | B | |
| dúpẹ́ | | thank |
| ọ̄wọ́ | | hand |
| ẹ̄ lọ̌▾ dúpẹ́ lọ́wọ́ ▾bàbǎ▾yín | Ẹ lọ dupe lọwọ Baba iyin. | Go thank your father. |

## B. NOTES

1. Pronoun object after high verbs, 1 sg., 2 pl., 3 pl.

These sentences contain pronoun objects after high verbs:

| | |
|---|---|
| bàbǎ fún▾yín lẹ́bûn | 'father gave you (pl.) presents' |
| ẹ̄ fún mī ní díẹ̀ | 'give me some' |
| bōmī fún wọ̄n | 'take water and give it to them' |
| ẹ̄ lọ̄▾ kó wọ̄n | 'go get them' |

Notice the similarity in spelling with the independent pronouns and subject pronouns. The tones, however, are different:

| indep. pron. | subj. pron. | obj. pron. after high |
|---|---|---|
| èmī | mō | mī |
| ẹ̀yīn | ẹ̄ | yín |
| àwọ̄n | wọ́n | wọ̄n |

2. Noun plus noun, when the second noun is in a genitival relation to the first.

The expressions *nínú* (*ní* *īnú*) and *lọ́wọ́* (*ní* *ọ̄wọ́*) are often followed by nouns. In the resulting construction, the relation of the second word to *ínú* or *ọ̄wọ́* is more or less genitival, or possessive:

| | |
|---|---|
| nínú àpǒtí | 'in the box' ('the box's inside') |
| ọ̄wọ́▾bàbǎ | 'father's hand' |

Notice that the final high tone of *nínú* or *lọ́wọ́* is followed, at least for some speakers, not by a falling tone, but by a low level tone.

3. Possessive construction with nouns. In Yoruba, a noun that modifies another is simply placed after the noun it modifies.

Examples are to be found in Note 2, above. In general, there is no tonal change involved, except for the insertion of an extra mora on mid tone if the second noun begins with a consonant. Some speakers, however, if the final tones of the first noun are basically low low, have the tones low mid instead, if the first tone of the following noun is mid or high. This alternation is not found in the Yoruba samples on which this book is based.

C. Exercises.

1. Different possessives in longer sentences.

| | | | |
|---|---|---|---|
| a. | ẹ̄rù | ẹ̄ fún mī lẹ́rûˋmī | ẹ̄ fún mī ní ẹ̄rùˋmī |
| | ìwě | ẹ̄ fún mī níwěˋmī | ẹ̄ fún mī ní ìwěˋmī |
| | àdǎ | ẹ̄ fún mī ládǎˋmī | ẹ̄ fún mī ní àdǎˋmī |
| | ọ̀bẹ̄ | ẹ̄ fún mī lọ́bẹ̍ˋmī | ẹ̄ fún mī ní ọ̀bẹ̄ˋmī |
| | ẹ̀wù | ẹ̄ fún mī lẹ́wûˋmī | ẹ̄ fún mī ní ẹ̀wùˋmī |
| | fìlà | ẹ̄ fún mī ní fi̽làˋmī | ẹ̄ fún mī ní fìlàˋmī |
| b. | ìwě | ẹ̄ fún wọ̄n níwe̍ꜜwā | ẹ̄ fún wọ̄n ní ìwěꜜwā |
| | àdǎ | ẹ̄ fún wọ̄n láda̍ꜜwā | ẹ̄ fún wọ̄n ní àdǎꜜwā |
| | ọ̀bẹ̄ | ẹ̄ fûn wọ̄n lọ́bẹ̍ꜜwā | ẹ̄ fún wọ̄n ọ̀bẹ̄ꜜwā |
| | ẹ̀wù | ẹ̄ fún wọ̄n lẹ́wûꜜwā | ẹ̄ fún wọ̄n ní ẹ̀wùꜜwā |
| | fìlà | ẹ̄ fún wọ̄n ní fi̽làꜜwā | ẹ̄ fún wọ̄n ní fìlàꜜwā |
| c. | fìlà | mō fúnꜜyin ní fi̽làꜜwọ̄n | mō fúnꜜyín ní fìlàꜜwọ̄n |
| | àdǎ | mō fúnꜜyin láda̍ꜜwọ̄n | mō fúnꜜyín ní àdǎꜜwọ̄n |
| | ẹ̀wù | mō fúnꜜyín lẹ́wu̍ꜜwọ̄n | mō fúnꜜyin ní ẹ̀wùꜜwọ̄n |

| | | | |
|---|---|---|---|
| | ìwě | mō fún▾yín níwe̍▾wọ̄n | mō fún▾yín ní ìwě▾wọ̄n |
| | ọ̀bẹ̄ | mō fún▾yín lọ́bẹ̍▾wọ̄n | mō fún▾yín ní ọ̀bẹ̄▾wọ̄n |

2.

| | | | |
|---|---|---|---|
| a. | ìwě•̀mī | ó fún mī níwě•̀mī | ó fún mī ní ìwě•̀mi̍ |
| | ìwě▾wọ̄n | ó fún mī níwe̍▾wọ̄n | ó fún mī ní ìwě▾wọ̄n |
| | ìwě▾yín | ó fún mī níwe̍▾yín | ó fún mī ní ìwě▾yín |
| b. | ẹ̄rù•̀mī | ó fún mī lẹ́rû•̀mī | ó fún mī ní ẹ̄rù•̀mī |
| | ẹ̄rù▾wọ̄n | ó fún mī lẹ́rû▾wọ̄n | ó fún mī ní ẹ̄rù▾wọ̄n |
| | ẹ̄rù▾yín | ó fún mī lẹ́rû▾yín | ó fún mī ní ẹ̄rù▾yín |
| c. | bàtà•̀mī | ó fún mī ní ba̋tà•̀mī | ó fún mī ní bàtà•̀mī |
| | bàtà▾wọ̄n | ó fún mī ní ba̋tà▾wọ̄n | ó fún mī ní bàtà▾wọ̄n |
| | bàtà▾yín | ó fún mī ní ba̋tà▾yín | ó fún mī ní bàtà▾yín |
| d. | ìwě•̀mī | ó fún mī níwě•̀mī | ó fún mī ní ìwě•̀mī |
| | bàtà•̀mī | ó fún mī ní ba̋tà•̀mī | ó fún mī ní bàtà•̀mī |
| | ẹ̄rù•̀mī | ó fún mī lẹ́rû•̀mī | ó fún mī ní ẹ̄rù•̀mī |
| | ẹ̄rù▾yín | ó fún mī lẹ́rû▾yín | ó fún mī ẹ̄rù▾yín |
| | ẹ̄rù▾wọ̄n | ó fún mī lẹ́rû▾wọ̄n | ó fún mī ní ērù▾wọ̄n |
| | fìlà▾wọ̄n | ó fún mī ní fi̋là▾wọ̄n | ó fún mī ní fìlà▾wọ̄n |
| | fìlà▾yīn | ó fún mī ní fi̋là▾yín | ó fún mī ní fìlà▾yín |
| | ọ̀bẹ̄▾yín | ó fún mī lọ́bẹ̍▾yín | ó fún mī ní ọ̀bẹ̄▾yín |
| | ọ̀bẹ̄•̀mī | ó fún mī lọ́bẹ̍•mī | ó fún mī ní ọ̀bẹ̄•̀mī |

## UNIT 20

### A. BASIC DIALOGUE: 'A thief got into our house.'

| | | |
|---|---|---|
| | A | |
| ōlè | ole | thief |
| ōlĕǀwọ̄ īléꜜwā | Ole wọ ile wa. | A thief entered our house. |
| ōlĕǀwọ̄léꜜwā | Ole wọle wa. | |
| | B | |
| kó | | to collect, gather |
| kínī ōlè nâáǀkó | Kini ole na kó? | What did the thief steal? |
| kílōlè nâáǀkó | | |
| | A | |
| ōlè nâáǀkáṣọ̄ | Ole na kaṣọ. | The thief took clothing. |
| | B | |
| ọ̄lọ́pă | ọlọpa | policeman |
| ọ̄lọ́pă mólê năà | Ọlọpa mu ole na. | The police caught the thief. |

### B. NOTES

1. Tone change of noun expressions before verbs.

Until this unit, most of the sentences used in the dialogues and all those used in the exercises have had pronouns as the subjects of their verbs. Notice the tones of the noun subjects in these sentences, and compare them with the tones which the same noun expressions have in other contexts:

| | | |
|---|---|---|
| ōlè | ōlěǀwọ̄lé | 'a thief entered the house' |
| ōlè nǎà | ōlè nâáǀkáṣọ̄ | 'the thief took clothing' |
| ēbī | ēbíǀńpā mí | 'hunger is killing me' |
| ọ̄lọ́pǎ | ọ̄lọ́pǎǀmú ōlè nǎà | 'a policeman caught the thief' |

Before most verb tenses, including both tenses that have been met so far, a noun expression ends with either high or rising tone. Those noun expressions which normally end with high or falling tones have the same tonal pattern when they are used as subjects of verbs in these tenses. Those which normally have low or second tone on the last syllable, have rising tone. Those with the tones mid mid on the last two syllables have mid high before verbs.

For further examples, see the exercise. Note that the proper names Òjŏ, Ọ̀tọ̀, and Ọ̀lā, all of which have different tones in isolation, have the same tones before a verb.

Note also that a low tone following a noun subject is replaced by falling tone. See Column 3 of the exercise for an example.

The set of phenomena described above will be indicated in this book by use of the symbol ǀ. In this Unit, the tonal changes have been written explicitly, together with the symbol ǀ, which stands for them. In most parts of this book, however, the symbol ǀ is the only written indication of these changes.

## C. Exercises

| | |
|---|---|
| ōlè | 'thief' |
| ọ̄lọ́pǎ | 'police' |
| ọ̄lá | (abbr. of name) |
| ọ̀lā | (a name) |
| pópó | (abbr. of name) |

1. (1-2, 1-3, 2-3, 3-2)

| | 'Popo drank palm wine' | 'Popo drank herb brew' |
|---|---|---|
| pópó | pópó mẹ̄mū | pópóǀmâgbō |
| òjǒ | òjǒǀmẹ̄mū | òjǒǀmâgbō |
| ọ̀lā | ọ̀lǎǀmẹ̄mū | ọ̀lǎǀmâgbō |
| ọ̀tọ̀ | ọ̀tọ̌ǀmẹ̄mū | ọ̀tọ̌ǀmâgbō |
| ōlè | ōlěǀmẹ̄mū | ōlěǀmâgbō |
| ọ̄lá | ọ̄láǀmẹ̄mū | ọ̄láǀmâgbō |
| ọ̄lọ́pǎ | ọ̄lọ́pǎǀmẹ̄mū | ọ̄lópǎǀmâgbō |

D. Vocabulary Review

1. Review all the greeting expressions in Unit 3D.
2. Here are three sentences and a list of words. The words are either place-names, or names for kinds of food, or personal names, or words for personal relationships. Use each word in an appropriate sentence:

a. mō lọ̄ sí ____. (for place names)

b. mō jẹ̄ ______. (for names of foods)

c. mō fún ______ lówó. (for personal names)

d. mō fún ______ ˋmī lówó. (for personal relationships)

ābẹ́òkǔtā àgbǎdárîgǐ àpǎpá

àbǔrô àgbàdō àgbọ̄n

ālábǎ īṣẹ́
āládǔgbô
àmàlà
ànàmọ̌
àṣǎró
ātā
dòdò
èbǔtémẹ́tá
èkǒ
èbǔtéˇrò
èkìtì
ẹ̀gbọ̌n
ẹ̀gbǎdô
èsō īgī
ẹ̀pẹ̌
ẹ̀hìngbẹ̀tì
ẹ̀bẹ̄
ẹ̄gbẹ́
ẹ̀gẹ̌

ẹ̀kọ̄
ẹ̀pà
ẹ̄rān
ẹ̀wà
gbágǔdá
ìdǒmǎtà
īlá
ìlǎ
ìdùǹdǔ
ìkòròdǔ
ìkòyǐ
ìlàjẹ̄
ìdǒ
ìjọ̄rá
īfẹ̀
ìrẹ̄sì
īléṣâ
ìwǒ
īyán

láfún
òjǒ
ọ̄bàkān
ògbǒmộṣọ̌
ōlùkọ̌nī
ōǹdǒ
ọ̀tọ̀
òbǐ
òṣōgbō
ọ̀lā
ọ̄lá
ọ̀wọ̀
pópó
ọ̀yọ̌
ọ̄kà
ṣàgǎmû
sù-úrûlěrê
ṣākí

## Sample for a Written Quiz on Vocabulary and Tone, to follow Unit 20 of Yoruba Basic Course

1. Write in Yoruba, marking tones as in this course.

to thank
leaf
gift

short (adj.)
give
inside

patience
kill
cutlass

yam
hunger
when?
milk
to delay, be late
where?
to put
to say
education, schooling
to take
to do, make
water

2. Mark the tones.

| | |
|---|---|
| ebi npa mi | I'm starving. |
| mo fun wọn niwe·wọn | I gave them their books. |
| wọn wa nile | They are at home. |
| bata ·kini | What kind of shoes? |
| wọn de lateko | They arrived from Lagos. |
| ọkọ·wa | Our car. |
| ẹ lọ le·we | Go to school. |
| mo rẹwu | I bought a garment. |
| ooru mu mi | I'm hot. |
| orin fọ· | He has a headache. |
| kile· ra | What did you buy? |

3. Write in Yoruba, marking tones.

Give me some.
I drank coffee.
Don't buy a book.
Tell them that I'm coming back.
The thief took clothing.

# UNIT 21

## A. BASIC DIALOGUE: 'Hello in there!'

| | | |
|---|---|---|
| | A | |
| àgò | | excuse, knock |
| ōnílé | | inhabitant/ owner of house |
| ō | | (polite last syllable) |
| àgò ōnílé ō | Ago onile o. | Hello in there! |
| | B | |
| ìwọ̄ | | you |
| tānī | | who? |
| ìwọ̄ ꜜtānī (or: ìwō tānī) | Iwọ tani? | Who is it? |
| | A | |
| lágbájá | | So-and-so |
| èmīꜜlágbájá nī | Emi lagbaja ni. | I am So-and-so. |
| | B | |
| yà | | clear |
| àgò\|yà ō | Àgo yà o. | It's all right. |
| | A | |
| wọ̀ | | enter |
| wọ̄lé | Wọle. | Come in! |

B

| | | |
|---|---|---|
| ọ̄jọ́ | | day |
| tó... mẹ́ta̍ | | about three... |
| ó mâ tǒjọ́ mẹ́ta̍ | O ma to ọjọ mẹta. | I haven't seen you for some time. |

A

| | | |
|---|---|---|
| ka̍n | | one |
| pẹ̀lǔ | | with |
| ọ̄jọ́ ka̍n\|pẹ̀lǔ | Ọjọ kan pẹ̀lu. | (Lit: One more day.) |

B. NOTES

1. Full forms of personal subject pronouns.

The full forms of the personal pronouns have been met in earlier units. They are given here in tabular form:

| | singular | plural |
|---|---|---|
| 1 | èmī | àwā |
| 2 | ìwọ̄ | àwā |
| 3 | òūn | àwọ̄n |

2. Subject pronouns with nī.

èmī ōnílé nī 'I am a homeowner'

Notice that the word nī, which corresponds to English 'am', appears at the end of the sentence. With nī, the ordinary subject pronouns (mō, ó, etc.) are not used. This is another way in which nī differs from the verbs.

3. pẹ̀lǔ: an inseparable verb-noun combination.

The form pẹ̀lǔ is translated variously as 'with' or 'is together with'. In the system of Yoruba, however, it acts as though it were a contraction of a verb and a noun. It is like a verb in that it may be preceded by subject pronouns and other subject expressions, with the tonal changes noted in Unit 20, Note 1. It is like a noun in that it is followed by possessive pronouns, rather than object pronouns:

| | |
|---|---|
| ó pệlǔˋwā | 'he is with us' |

In the sentence ọ̄jọ́ kànǀpẹ̀lǔ, the noun expression ọ̄jọ́ kàn is the subject of pẹ̀lǔ.

C. Exercises

1. (1-2, 2-3, 1-2-3)

| Pronouns | 'who are you?' | 'I am your friend' |
|---|---|---|
| ìwọ̄ | ìwọ̄ tānī | èmī ọ̀rẹ̌ˋrẹ̄ nī |
| òūn | òūn tānī | òūn ọ̀rẹ̌ˋrẹ̄ nī |
| ẹ̀yīn | ẹ̀yīn tānī | àwā ọ̀rẹ̌ˋrẹ̄ nī |
| àwọ̄n | àwọ̄n tānī | àwọ̄n ọ̀rẹ̌ˋrẹ̄ nī |

2. (1-2, 1-3, 3-1,

| Personal Names | | 'is it Ojo?' | 'where is Ojo?' |
|---|---|---|---|
| òjǒ | | ǹjẹ̌- ôjǒ nī | níbō lòjǒǀwà |
| àdìǒ | | ǹjẹ̌ ǎdìǒ nī | níbō làdìǒǀwà |
| ōlú | | ǹjẹ̌ ōlú nī | níbō lōlúǀwà |
| ọ̄lá | ('honor') | ǹjẹ̌ ọ̄lá nī | níbō lọ̄láǀwà |

| | | | |
|---|---|---|---|
| ādé | ('crown') | ǹjẹ̌ ādé nī | níbō lādéǀwà |
| rẹ̀mǐ | | ǹjẹ̌ rệmǐ nī | níbō nī rẹ̀mǐǀwà |
| āyọ̀ | ('joy') | ǹjẹ̌ āyọ̀ nī | níbō lāyọ̀ǀwà |

3. (1-2, 2-3, 1-2-3)

| Pronouns | 'who is with you?' | 'Ayọ is with me' |
|---|---|---|
| ìwọ̄ | tānīǀpẹ̀lǔ·rẹ̄ | āyọ̀ǀpẹ̀lǔ·mī |
| ẹ̀yīn | tānīǀpẹ̀lǔ▾yín | āyọ̀ǀpẹ̀lǔ▾wā |
| òūn | tānīǀpẹ̀lǔ▾rẹ̀ | āyọ̀ǀpẹ̀lǔ▾rẹ̀ |
| àwọ̄n | tānīǀpẹ̀lǔ▾wọ̄n | āyọ̀ǀpẹ̀lǔ▾wọ̄n |

4. (1-2, 2-3, 1-2-3)

| Personal Names | 'is Adio with you?' | 'Adio is with Ojo' |
|---|---|---|
| àdìǒ | ǹjě adìǒǀpẹ̀lǔ·rẹ̄ | àdìǒǀpẹ̀lǔ òjǒ |
| ōlú | ǹjẹ̌ ōlúǀpẹ̀lǔ·rẹ̄ | ōlúǀpẹ̀lǔ òjǒ |
| āyọ̀ | ǹjẹ̌ āyọ̀ǀpẹ̀lǔ·rẹ̄ | āyọ̀ǀpẹ̀lǔ òjǒ |
| rẹ̀mǐ | ǹjẹ̌ rệmǐǀpẹ̀lǔ·rẹ̄ | rẹ̀mǐǀpẹ̀lǔ òjǒ |

## UNIT 22

### A. BASIC DIALOGUE: 'Is there some reason for our seeing you?'

A

| | | |
|---|---|---|
| fī | | with the result that... |
| ṣé kô sǐ ǹkān t·á fī▾ rí ọ̄ | Se kò si nkan ti a fi ri ọ. | Is there some reason you have come? ('that we see you') |

B

| | | |
|---|---|---|
| kí | | salute, greet |
| yín | | you (obj.) |
| mō wá·kí▾yín nī | Mo wa ki yin ni. | I just dropped by to greet you. |

A

| | | |
|---|---|---|
| bínú | | be annoyed, angry |
| símī | | to me |
| ṣ́ ẹ̀ bǐnú sí mī | Ṣe ẹ binu si mi? | Are you not angry with me, are you? |

B

| | | |
|---|---|---|
| àyè | | chance, place |
| rí | | to see |
| n̄ kòrǎyê wǎ nī | Ng ko ri aiyè wa ni. | I didn't have a chance to come. |

A

| | | |
|---|---|---|
| īṣẹ́ | | work |
| díwọ́ | | occupied |
| púpộ | | much |
| īṣẹ́ˋmī\|díwọ́ púpộ | Iṣẹ mi diwọ pupọ. | I've been very busy. |

B. NOTES

1. Negative for 2 pl. and 1 pl.

| | |
|---|---|
| ẹ̄ bínú sí mī | 'you are angry with me' |
| ẹ̄ kò bǐnú sí mī | 'you are not angry with me' |
| ẹ̄ ò bǐnú sí mī | |
| ẹ̄ˋ bǐnú sí mī | |
| ā kò bǐnú sí wọ̄n | 'we are not angry with them' |
| ā ò bǐnú sí wọ̄n | |
| āˋ bǐnú sí wọ̄n | |

The negative forms for 2 plural and 1 plural are related to the corresponding affirmative forms as follows:

a. The full (i.e. most deliberate) form of the negative is like the affirmative except for the presence of kò between subject pronoun and verb stem.

b. A less deliberate negative form is like the affirmative except for the presence of ò between subject pronoun and verb stem.

c. A still more casual negative form is like the affirmative except that the subject pronoun is followed by an extra mora, which has low tone.

We may put the same thing in another way by saying that the k of the first of these negative forms is lost as we go to the second, and that in going from the second to the third, the vowel of the negative prefix is assimilated to that of the subject pronoun.

2. The negatives for first singular and third plural are found in the following examples:

| | |
|---|---|
| n̄ kò rí ǎyè wá<br>n̄ ò rí ǎyè wǎ<br>n̄: rǐ ǎyè wǎ | 'I didn't find an opportunity to come' |
| wọ̄n kò wǎ<br>wọ̄n ò wǎ | 'they didn't come' |

In each of these, the subject pronoun has a form which is different from that which is found in the corresponding affirmative:

| | Subject pron. with affirm. | Subject pron. with neg. |
|---|---|---|
| 1 sg. | mō | ī [ŋ̄] |
| 3 pl. | wọ́n | wọ̄n |

3. The third singular negative forms are exemplified by:

| | |
|---|---|
| kò sǐ ǹkān | 'there is nothing' |
| kò sǐyọnū | 'there is no trouble' |

Here, the negative element ko is again present, but there is no overt subject pronoun at all. The absence of an overt element is symbolized by #.

4. The negative forms may be summarized as follows:

| | | |
|---|---|---|
| 1 | n̄ kò / n̄-ò / n̄:̀ | ā kò / ā-ò / ā:̀ |
| 2 | ō kò / ō-ò / ō:̀ | ẹ̄ kò / ẹ̄-ò / ẹ̄:̀ |
| 3 | # kò | wọ̄n kò / wọ̄n ò |

C. Exercises.

1. Affirmative vs. negative statements (1-2, 2-1)

| | | |
|---|---|---|
| a. | 'I ate' | 'I didn't eat' |
| | mō jẹ̄-ūn | n̄ kò jẹ̄-ūn |
| | ó jẹ̄-ūn | kò jẹ̄-ūn |
| | ā jẹ̄-ūn | ā kò jẹ̄-ūn |
| | wọ́n jẹ̄-ūn | wọ̄n kò jẹ̄-ūn |
| b. | mō sùn | n̄ kò sùn |
| | ó sûn | kò sùn |
| | ā sùn | ā kò sùn |
| | wọ́n sûn | wọ̄n kò sùn |
| c. | mō wá | n̄ kò wǎ |
| | ó wá | kò wǎ |

| | |
|---|---|
| ā wá | ā kò wǎ |
| wọ́n wá | wọ̄n kò wǎ |

2. Affirmative question vs. negative answer (1-2)

| | 'did you sleep?' | 'I didn't sleep' |
|---|---|---|
| a. | ṣ·́ō sùn | n̄ kò sùn |
| | ṣó sûn | kò sùn |
| | ṣ·́ẹ̄ sùn | ā kò sùn |
| | ṣé wọ́n sûn | wọ̄n kò sùn |
| b. | ṣ·́ō jẹ̄-ūn | n̄ kò jẹ̄-ūn |
| | ṣó jẹ̄-ūn | kò jẹ̄-ūn |
| | ṣ·́ẹ̄ jẹ̄-ūn | ā kò jẹ̄-ūn |
| | ṣé wọ́n jẹ̄-ūn | wọ̄n kò jẹ̄-ūn |
| c. | ṣ·́ō wá | n̄ kò wǎ |
| | ṣó wá | kò wǎ |
| | ṣ·́ẹ̄ wá | ā kò wǎ |
| | ṣé wọ́n wá | wọ̄n kò wǎ |

3.

| 'aren't you annoyed?' | 'I'm not annoyed' |
|---|---|
| ṣ·́ẹ̄ kò bǐnú | n̄ kò bǐnú |
| ṣé wọ̄n kò bǐnú | wọ̄n kò bǐnú |
| ṣé kô bǐnú | kò bǐnú |

## UNIT 23

A. BASIC DIALOGUE: 'I'm not angry any more.'

A

| | | |
|---|---|---|
| mọ́ | | again, any more, any longer (used only with negative) |
| ñ kò bǐnú mọ́ | Ng ko binu mọ. | I'm not angry any more. |

B

| | | |
|---|---|---|
| ṣùgbọ̌n | | but |
| tẹ́lệ | | early, before |
| ṣùgbọ̌n mō bínú tẹ́lệ | Ṣùgbọn mo binu tẹlẹ. | But I was annoyed before. |

A

| | | |
|---|---|---|
| rán | | send |
| īṣẹ́ | | message, work |
| ō kò rǎnṣẹ́ sí mī | O kò ransẹ si mi. | You didn't send me any word. |

B

| | | |
|---|---|---|
| ṣá | | just |
| jọ̀wọ̌ | | please |
| ẹ̄ ṣá mǎ bǐnú<br>(cf. má bǐnú) | Ẹ ṣa ma binu. | Just don't be annoyed. |

## A

| | | | |
|---|---|---|---|
| | tán | | finish |
| | īnú | | inside |
| ó tī tán nínúˋmī<br>(or: ó tī tán ńnúˋmī) | | O ti tan ninu mi. | It's all over [inside me]. |

## B. NOTES

The dialogues of Units 21-23 form a single long conversation. This conversation contains numerous points of grammar which have not been discussed either in these three units or in the units that precede them. Notes and exercises on those points will appear in later units.

## C.

| | | | |
|---|---|---|---|
| 1. | | ó ránṣẹ́ sí mī | 'he sent to me [word]' (1-2, 2-3, 3-2) |
| | | ó fōwó ránṣẹ́ sí mī | 'he sent me money' ('he took money, sent to me') |
| | ōwó | ó fōwó ránṣẹ́ si mī | ó fī ōwó ránṣẹ́ símī |
| | āṣọ̄ | ó fāṣọ̄ ránṣẹ́ si mī | ó fī āṣọ̄ ránṣẹ́ simī |
| | bàtà | ó fī bàtà rǎnṣẹ́ sí mī | ó fī bàtà ránṣẹ́ símī |
| | ìwě | ó fîwě ránṣẹ́ si mī | ó fī ìwě ránṣẹ́ símī |
| | n̄ǹkān | ó fī ǹkān ránṣẹ́ sí mī | ó fī ǹkān ránṣẹ́ símī |
| 2. | àwā | wọ́n fōwó ránṣẹ́ sí wā | wọ̄n kò fāṣọ̄ ránṣẹ́ sí wā |
| | èmī | wọ́n fōwó ránṣẹ́ sí mī | wọ̄n kò fāṣọ̄ ránṣẹ́ sí mī |
| | ẹ̀yīn | wọ́n fōwó ránṣẹ́ si˅yín | wọ̄n kò fāṣọ̄ ránṣẹ́ si˅yín |
| | ìwọ̄ | wọ́n fōwó ránṣẹ́ sí ọ̄ | wọ̄n kò fāṣọ̄ ránṣẹ́ sí ọ̄ |
| | àwọ̄n | wọ́n fōwó ránṣẹ́ sí wọ̄n | wọ̄n kò fāṣọ̄ ránṣẹ́ sí wọ̄n |

| | | | |
|---|---|---|---|
| 3. | kí | ṣˊẹ̄ wáˊ kí wọ̄n | n̄ kò wăˊ kí wọ̄n |
| | jẹ̄-ūn | ṣˊẹ̄ wáˊ jẹ̄-ūn | n̄ kò wăˊ jẹ̄-ūn |
| | fọ̄ṣọ̄ | ṣˊẹ̄ wáˊ fọ̄ṣọ̄ | n̄ kò wăˊ fọ̄ṣọ̄ |
| | kàwĕ | ṣˊẹ̄ wáˊ kâwé | n̄ kò wăˊ kâwĕ |
| | ṣīṣẹ́ | ṣˊẹ̄ wáˊ ṣīṣẹ́ | n̄ kò wăˊ ṣīṣẹ́ |

4. (1-2, 2-3, 3-2)

| | | |
|---|---|---|
| bínú | n̄ kò bĭnú mọ́ | 'I'm not angry any more' |
| wọ̄lé | n̄ kò wọ̄lé mọ́ | 'I'm not entering the house any more' |
| ráíyê | n̄ kò răíyê wă mọ́ | 'I've no time to come again.' |
| kàwĕ | n̄ˊ kàwĕ mọ́ | 'I'm not reading any more' |
| kọ́wĕ | n̄ˊ kọ̆wĕ mọ́ | 'I'm not studying any more' |

## UNIT 24

## A. BASIC DIALOGUE: 'We should know one another'

A

| | | |
|---|---|---|
| yẹ̄ | | necessary |
| mọ̀ | | know |
| ārā▾wā | | ourselves |
| ó yẹ̄ ká mọ̄rā▾wā | O yẹ ki a mọ̀ ara wa. | It is necessary to know one another. |

B

| | | |
|---|---|---|
| rò | | think |
| nū▾ | | that's it |
| n̄ˊkān tí mō ńrô nū▾ | | That's what I am thinking. |

A

| | | |
|---|---|---|
| òtǐtọ́ | | truth |
| bẹ́ẹ̀ | | like that |
| òtǐtọ́ nī ó yẹ̄ bẹ́ẹ̀ | Otitọ ni o yẹ bẹ. | No doubt, it is good. |

B

| | | |
|---|---|---|
| ōrúkọ̄ | | name |
| ōrúkọ̄ ˋmī nī òjǒ | Orukọ mi ni Ojo. | My name is Ojo. |
| ọ̄mọ̄ èkǒ nī mí | Ọmọ Èkó ni mi. | I'm a native of Lagos. |

## B. NOTES

1. kí plus subject pronoun.

| | |
|---|---|
| ó yẹ̄ kí á mọ̄ ārā▾wā | 'it is necessary that we should know one another' |
| ó yẹ̄ kí n̄ lọ̄ sékǒ | 'I have to go to Lagos' |
| ó fẹ́ kí wọ́n wá | 'he wants them to come' |

The particle kí is often found between the first of two verbs and the subject of the second. These are often constructions which, if translated into some other languages, would have the second verb in a 'subjunctive' form. A first approximation to the English translation of kí is 'in order that...' The tones of a (1 pl.) and wọn are variable, some speakers using mid and some using high tone on one or both.

2. The reciprocal/reflexive construction.

| | |
|---|---|
| ā mọ̄ ārā▾wā | 'we know one another' |
| wọ́n mọ̄ ārā▾wọ̄n | 'they know one another' |

The phrase which corresponds to English 'one another' consists of the word ārā 'body' with a plural possessive pronoun. In some contexts, e.g., with the verb rí 'see' this construction is susceptible of two different English translations:

| | | |
|---|---|---|
| wọ̄n rí ārā▾wọ̄n | { | 'they saw one another' |
| | | 'they saw their bodies' |

3. The noun bẹ́ẹ̀.

The word bẹ́ẹ̀ is a noun in Yoruba. Abraham glosses it as 'the fact of being thus.' For examples of its use, see Exercise 3.

C. Exercises

1. kí with subject pronouns. (1-2, 2-3, 3-2)

| | 'I must go to Lagos' | (deliberate equivalent of Col. 2) |
|---|---|---|
| èmī | ó yẹ̄ kí n̄ lọ̄ sékŏ | ó yẹ̄ kí n̄ lọ̄ sí èkŏ |
| ìwọ̄ | ó yẹ̄ k´ō lọ̄ sékŏ | ó yẹ̄ kí ō lọ̄ sí èkŏ |
| òūn | ó yẹ̄ kó lọ̄ sékŏ | ó yẹ̄ kí ó lọ̄ sí èkŏ |
| àwā | ó yẹ̄ ká lọ̄ sékŏ | ó yẹ̄ kí ā lọ̄ sí èkŏ |
| ẹ̀yīn | ó yẹ̄ k´ẹ̄ lọ̄ sékŏ | ó yẹ̄ kí ẹ̄ lọ̄ sí èkŏ |
| àwọ̄n | ó yẹ̄ kí wọ̄n lọ̄ sékŏ | ó yẹ̄ kí wọ̄n lọ̄ sí èkŏ |

2. Reciprocal construction. (1-2, 2-3, 3-2)

a. 'it's necessary that we know one another'

| | | |
|---|---|---|
| àwā | ó yẹ̄ ká mọ̄rā▾wā | ó yẹ̄ kí ā mọ̄ ārā▾wā |
| àwọ̄n | ó yẹ̄ kí wọ̄n mọ̄rā▾wọ̄n | ó yẹ̄ kí wọ̄n mọ̄ ārā▾wọ̄n |
| ẹ̀yīn | ó yẹ̄ k´ẹ̄ mọ̄rā▾yín | ó yẹ̄ kí ẹ̄ mọ̄ ārā▾yín |

b. 'we saw one another'

| | | |
|---|---|---|
| àwā | ā rírā▾wā | ā rí ārā▾wā |
| àwọ̄n | wọ́n rírā▾wọ̄n | wọ́n rí ārā▾wọ̄n |
| ẹ̀yīn | ẹ̄ rírā▾yín | ẹ̄ rí ārā▾yín |

3. bẹ́ẹ̀ (1-2, 2-3, 3-2)

| | | |
|---|---|---|
| yẹ̄ | ó yẹ̄ bẹ́ẹ̀ | 'it must be that way' |
| sọ̄ | ó sọ̄ bẹ́ẹ̀ | 'he said so' |
| ṣē | ó ṣē bẹ́ẹ̀ | 'he did thus' |
| fẹ́ | ó fẹ́ bẹ́ẹ̀ | 'he wants it that way' |

4. Place-names in two common frames.

| | 'I'm a native of Lagos' | 'the city of Lagos' |
|---|---|---|
| èkǒ | ọ̄mọ̄ èkǒ nī mí | ìlǔ êkǒ |
| ìlǎ | ọ̄mọ̄ ìlǎ nī mí | ìlǔ îlǎ |
| ōǹdǒ | ọ̄mọ̄ ōǹdǒ nī mí | ìlǔ ōǹdǒ |
| ìbàdàn | ọ̄mọ̄ ìbàdàn nī mí | ìlǔ i̽bàdàn |
| ābẹ́òkǔtā | ọ̄mọ̄ ābẹ́òkǔtā nī mí | ìlǔ ābẹ́òkǔtā |
| àgbǎdári̽gì | ọ̄mọ̄ àgbǎdári̽gì nī mí | ìlǔ âgbǎdári̽gì |
| ògbǒmộṣọ̌ | ọ̄mọ̄ ògbǒmộṣọ̌ nī mí | ìlǔ ôgbǒmộṣọ̌ |
| ṣàgǎmû | ọ̄mọ̄▾ṣàgǎmû nī mí | ìlǔ▾sàgǎmû |

## UNIT 25

A. BASIC DIALOGUE: 'I've just arrived here.'

A

| | | |
|---|---|---|
| ṣẹ̀ṣẹ̀ | | just, recently |
| dé | | arrive |
| ībí | | here, this place |
| mō ṣẹ̀ṣẹ̀ dě síbí nī | Mo ṣẹṣẹ de si ibi ni. | I've just arrived here. |
| kò tǐ`pẹ̌ púpộ | Ko ti pẹ pupọ. | It isn't very long. |

B

| | | |
|---|---|---|
| ārá | | person |
| ẹ̀n▾ ārá êkǒ nī ọ́ | Ẹn, ara Eko ni ọ! | Ah, you're from Lagos! |

A

| | | |
|---|---|---|
| n̄ kì´ṣārá êkǒ | Ng̀ ki ṣe ara Eko. | I'm not [just] a resident of Lagos. |
| ọ̄mọ̄ èkǒ nī mí | Ọmọ Eko ni mi. | I'm a native of Lagos. |
| àìnǎ lōrúkọ̄`mī | Aina ni orukọ mi. | My name is Aina. |

B

| | | |
|---|---|---|
| ọ̄mọ̄ ìbàdàn nī mí | Ọmọ Ibadan ni mi. | I'm a native of Ibadan. |
| Ōlúyộlě | | name of founder of Ibadan |
| īlé ōlúyộlě | Ile Oluyọle. | The shrine of Oluyọle. |

## B. NOTES

### 1. nī with persons and numbers other than third singular.

See the examples in Exercise 2. The pronouns have the same tones and the same segmental shape that they have after mid-tone verbs. But notice that third singular does not have lengthening of the vowel of ni.

### 2. kì'ṣē... (negative counterpart of nī).

See the examples in Exercises 3, 4, 5. This construction may be summarized as follows:

| | | | | |
|---|---|---|---|---|
| 1 sg. | n̄ | | | |
| 2 sg. | ō | | | |
| 3 sg. | # | kì | í + ṣē | Noun |
| 1 pl. | ā | | | |
| 2 pl. | ẹ̄ | | | |
| 3 pl. | wọ̄n | | | |

The list of subject pronouns is the same as that which is used before kò (See Unit 22, Note 3).

## C. Exercises

1. Related sentences, one containing ṣẹ̀ṣẹ̀ (1-2, 2-3, 1-2-3)

| | 'he has just arrived' | 'when did he arrive'? |
|---|---|---|
| dé | ó ṣẹ̽ṣẹ̀ dě | nígbâwō ló dé |
| jẹ̄-ūn | ó ṣẹ̽ṣẹ̀ jẹ̄-ūn | nígbâwō ló jẹ̄-ūn |
| lọ̄ | ó ṣẹ̽ṣẹ̀ lọ̄ sọ́jâ | nígbâwō ló lọ̄ sọ́jâ |
| rā | ó ṣẹ̽ṣẹ̀ rāwó | nígbâwō ló rāwó |

2. nī with various persons and numbers. (1-2, 2-3, 1-2-3)

a.

| | 'he is from Lagos' | 'is he a native of Lagos?' |
|---|---|---|
| òūn | ārá êkǒ nī | ṣẹ́ ọ̄mọ̄ èkǒ nī |
| èmī | ārá êkǒ nī mí | ṣé ọ̄mọ̄ èkǒ nī ọ́<br>ṣé ọ̄mọ̄ èkǒ nī yín |
| àwọ̄n | ārá êkǒ nī wọ́n | ṣé ọ̄mọ̄ èkǒ nī wọ́n |
| àwā | ārá êkǒ nī wá | ṣé ọ̄mọ̄ èkǒ nī yín |

b.

| | 'are you a home owner?' | 'I'm a home owner' |
|---|---|---|
| ìwọ̄ | ṣé ōnílé nī ọ́ | ōnílé nī mí |
| òūn | ṣé ōnílé nī | ōnílé nī |
| àwọ̄n | ṣé ōnílé nī wọ́n | ōnílé nī wọ́n |
| ẹ̀yīn | ṣé ōnílé nī yín | ōnílé nī mí<br>ōnílé nī wá |

3. Affirmative vs. negative naming construction. (1-2, 2-3, 1-2-3)

| | 'is it ẹkọ?' | 'it is not ẹkọ' |
|---|---|---|
| ẹ̀kọ̄ | ǹjẹ̌ ẹ̀kọ̄ nī | kìí ṣē ẹ̀kọ̄ |
| ìrẹ̄sì | ǹjẹ̌ ìrẹ̄sì nī | kìí ṣē ìrẹ̄sì |
| īyán | ǹjẹ̌ īyán nī | kìí ṣē īyán |
| èsō īgī | ǹjẹ̌ èsō īgī nī | kìí ṣē èsō īgī |
| ànàmọ̌ | ǹjẹ̌ ànàmọ̌ nī | kìí ṣē ànàmọ̌ |
| àgbàdō | ǹjẹ̌ àgbàdō nī | kìí ṣē àgbàdō |

4. Two negative constructions. (1-2, 2-3, 3-2)

| | 'it is not porridge' | 'he didn't eat porridge' |
|---|---|---|
| ẹ̀kọ̄ | kìí ṣē ọ̀kọ̄ | kò jẹ̀kọ̄ |
| ìdùǹdǔ | kìí ṣē ìdùǹdǔ | kò jẹ̀dùǹdǔ |
| túwó | kìí ṣē túwó | kò jẹ̄ túwó |
| gbágǔdá | kìí ṣē gbágǔdá | kò jẹ̄ gbágǔdá |
| ẹ̀wà | kìí ṣē ẹ̀wà | kò jẹ̀wà |
| àmàlà | kìí ṣē àmàlà | kò jàmàlà |

5. Negative naming construction, all persons and numbers. (1-2, 2-3, 1-2-3)

| | | |
|---|---|---|
| ìwọ̄ | ṣé ọ̄mọ̄ ìbàdàn nī ọ́ | n̄ kì́ṣē ọ̄mọ̄ ìbàdàn |
| ẹ̀yīn | ṣé ọ̄mọ̄ ìbàdàn nī yín | n̄ kì́ṣē ọ̄mọ̄ ìbàdàn<br>ā kì́ṣē ọ̄mọ̄ ìbàdàn |
| àwọ̄n | ṣé ọ̄mọ̄ ìbàdàn nī wọ́n | wọ̄n kì́ṣē ọ̄mọ̄ ìbàdàn |
| òūn | ṣé ọ̄mọ̄ ìbàdàn nī | kì́ṣē ọ̄mọ̄ ìbàdàn |

## UNIT 26

A. BASIC DIALOGUE: 'I'm a student.'

A

| | | |
|---|---|---|
| ọ̄mọ̄ ṣùkǔrû nī mí | Ọmọ ṣukuru ni mi. | I'm a student. |
| gbà | | accept, take, get, receive |
| àsìkò (or: àṣìkò) | | time |
| n̄ kò nǐ gbâ yǐn láṣīkò | Ng ko ni gba yin ni aṣikò. | I will not take up your time. |

| | | |
|---|---|---|
| pè | | call |
| àlàǒ lā ńpê mǐ | Alao ni a npe mi. | I'm called Alao. |
| ōnísọ̄wò | | trader |
| ōnísọ̄wò nī mí | Onisọowo ni mi. | I'm a trader. |
| tí | | when |
| bá | | happen to do |
| wá | | look for |
| t·́ẹ̄ bá ńwá ńkánǹkān ẹ̄ sọ̄ fún mī | Ti ẹ ba nwa nkan kan ẹ sọ fun mi. | Whenever you want something, tell me. |

B. NOTES

1. Third person singular object pronoun.

| | |
|---|---|
| ó rí·̄ | 'he saw him' |
| ó jẹ̄·́ | 'he ate it' |
| má rà·́ | 'don't buy it' |

Each of these sentences contains a verb with a third person singular object. The object is represented by an extra mora added to the vowel of the verb. The tone of the third person singular object pronoun, like the tones of the other object pronouns, varies according to the tone class of the verb it follows. Its tone is of course independent of the tones of the noun for which it stands.

2. Tones of object pronouns with low verbs.

| | |
|---|---|
| ṣ·́ō pè mǐ | 'did you call me?' |
| mō pè ọ̌ | 'I called you' |
| mō mọ̀·́ | 'I know him' |

| | |
|---|---|
| ó pê wǎ | 'he called us' |
| ā pè yǐn | 'we called you' |
| n̄ kò mọ̀ wọ̌n | 'I don't know them' |

Object pronouns after a low verb have rising tone.

## C. Exercises

1. Object pronouns, 3 sg. (1-2, 2-3, 1-2-3)

| | | | |
|---|---|---|---|
| a. | rà | ṣ´ō rọ̄kọ̀ nǎà | bẹ́ẹ̀nī mō rà´ |
| | tà | ṣ´ō tọ̄kọ̀ nǎà | bẹ́ẹ̀nī mō tà´ |
| | gbà | ṣ´ō gbọ̄kọ̀ nǎà | bẹ́ẹ̀nī mō gbà´ |
| b. | ìwọ̄ | ṣ´ō mọ̄ ẹ̀gbọ̌n`mī | bẹ́ẹ̀nī mō mọ̀´ |
| | ẹ̀yīn | ṣ´ẹ̄ mọ̄ ẹ̀gbọ̌n`mī | bẹ́ẹ̀nī mō mọ̀´ |
| | ẹ̀yīn | ṣ´ẹ̄ mọ̄ ẹ̀gbọ̌n`mī | bẹ́ẹ̀nī ā mọ̀´ |
| | òūn | ṣó mọ̄ ẹ̀gbọ̌n`mī | bẹ́ẹ̀nī ó mọ̀´ |
| | àwọ̄n | ṣé wọ́n mọ̄ ẹ̀gbọ̌n`mī | bẹ́ẹ̀nī wọ́n mọ̀´ |

2. Object pronouns after a low verb. (1-2, 2-3, 1-2-3)

| | | |
|---|---|---|
| àwā | ṣó pê wǎ | bẹ́ẹ̀nī ó pê yǐn |
| ẹ̀yīn | ṣó pê yǐn | bẹ́ẹ̀nī ó pê wǎ |
| èmī | ṣó pê mǐ | bẹ́ẹ̀nī ó pê ọ̌ |
| ìwọ̄ | ṣó pê ọ̌ | bẹ́ẹ̀nī ó pê mǐ |
| òūn | ṣó pè´ | bẹ́ẹ̀nī ó pè´ |
| àwọ̄n | ṣó pê wọ̌n | bẹ́ẹ̀nī ó pê wọ̌n |

3. nī plus relative clause; 1 sg. and 3 sg. o.p. after low verb (1-2, 1-3, 1-2-3)

a.

| | | |
|---|---|---|
| àdìǒ | ōrúkọ̄ˋmī nī àdìǒ | àdìǒ lâ ň pê mǐ |
| ōlú | ōrúkọ̄ˋmī nī ōlú | ōlú lâ ňpê mǐ |
| āyọ̀ | ōrúkọ̄ˋmī nī āyọ̀ | āyọ̀ là ňpê mǐ |
| rẹ̀mǐ | ōrúkọ̄ˋmī nī rẹ̀mǐ | rẹ̀mǐ lâ ňpê mǐ |
| ọ̀lā | ōrúkọ̄ˋmī nī ọ̀lā | ọ̀lā là ňpê mǐ |
| ọ̄lá | ōrúkọ̄ nī ọ̄lá | ọ̄lá lâ ňpê mǐ |

b.

| | | |
|---|---|---|
| òjǒ | ōrúkọ̄▾rẹ̀ nī òjǒ | òjǒ lâ ňpèˊ |
| āyọ̀ | ōrúkọ̄▾rẹ̀ nī āyọ̀ | āyọ̀ là ňpèˊ |
| ọ̄lá | ōrúkọ̄▾rẹ̀ nī ọ̄lá | ọ̄lá lâ ňpèˊ |
| ọ̀lā | ōrúkọ̄▾rẹ̀ nī ọ̀lā | ọ̀lā là ňpèˊ |
| rẹ̀mǐ | ōrúkọ̄▾rẹ̀ nī rẹ̀mǐ | rẹ̀mǐ lâ ňpèˊ |
| ōlú | ōrúkọ̄▾rẹ̀ nī ōlú | ōlú lâ ňpèˊ |
| ādé | ōrúkọ̄▾rẹ̀ nī ādé | ādé lâ ňpèˊ |

4. Negative vs. affirmative of various sentences. (1-2, 1-3, 1-2-3)

| | | |
|---|---|---|
| ↓ | ọ̀rẹ̌ˋmī nī | kìˊṣē ọ̀rẹ̌ˋmī |
| ōníṣōwò | ōníṣōwò nī | kìˊṣē ōníṣōwò |
| èmī | ōníṣōwò nī mí | n̄ kìˊṣē ōníṣōwò |
| ọ̄lọ́pǎ | ọ̄lọ́pǎ nī mí | n̄ kìˊṣē ọ̄lọ́pǎ |
| àwā | ōlọ́pǎ nī wá | ā kìˊṣē ọ̄lọ́pǎ |
| àwọ̄n | ōlọ́pǎ nī wọ́n | wọ̄n kìˊṣē ọ̄lọ́pǎ |

| | | |
|---|---|---|
| ọ̄mọ̄ | ọ̄mọ̄ nī wọ́n | wọ̄n kì'ṣē ọ̄mọ̄ |
| ọ̄kùnrīn | ọ̄kùnrīn nī wọ́n | wọ̄n kì'ṣē ọ̄kùnrīn |
| òūn | ọ̄kùnrīn nī | kì'ṣē ọ̄kùnrīn |
| ōbìnrīn | ōbìnrīn nī | kì'ṣē ōbìnrīn |
| ọ̀rẹ̌`mī | ọ̀rě`mī nī | kì'ṣē ọ̀rẹ̌`mī |

## UNIT 27

A. BASIC DIALOGUE: 'Tio, I hear that you bought a house.'

| | | |
|---|---|---|
| | A | |
| gbọ́ | | listen, hear, understand |
| pé | | that |
| tìŏ mō gbọ́ p'ō rālé | Tio, mo gbọ pe o ra ile. | Theo, I hear you bought a house. |
| | B | |
| òtĭtọ́ | | truth |
| òtĭtọ́ nī | Otitọ ni. | It is true. |
| | A | |
| kí | | (grammatical element) |
| kí | | to visit, pay respect to |
| ṣé ká wá'kí ọ̄ | Ṣe ki a wa ki ọ? | Shall we come and visit you? |

A

| | | |
|---|---|---|
| ẹ̀yīn | | you (pl.) |
| mélǒ | | how many? |
| ẹ̀yīn mélǒ | Ẹyin mélo? | How many of you [are there]? |

B

| | | |
|---|---|---|
| òjǒ sàḿ àtèmī náà | Ojo, Sam ati emi na. | Ojo, Sam and I. |

B. NOTES

1. kí̱ as the first in a sequence of verbs.

ṣé kí a wá꞉ kí ọ̄ 'shall we come visit you?

The second kí̱ is the verb usually translated as 'salute, greet, visit.' The first kí̱ is the same element that we met in Unit 24 Note 1, but here it does not follow a verb. The subject pronouns are those which we have already met following kí̱. The English translation is as indicated.

2. èlǒ vs. mélǒ.

Compare the sentences:

| | |
|---|---|
| èlǒ l▾ō rà꞉ | 'how much did you pay [for] it?' |
| mélǒ l▾ō fẹ́ | 'how many do you want?' |

The form èlǒ is usually translated 'how much?' and mélǒ is usually translated 'how many?' Note that the form of the latter is as though it were a contraction of ḿ plus èlǒ.

3. pé followed by a clause.

The verb pé, plus a clause, is commonly used after verbs with meanings like 'see, hear, say.' These are verbs which in English are commonly followed by 'that' plus a clause. Hence, the Yoruba verb pé is commonly translated by the English conjunction 'that.'

C. Exercises.

1. pé plus clause. (1-2, 2-3, 3-2)

| | | |
|---|---|---|
| ẹ̄ lọ̄ sọ́jâ | mō gbọ́ p'ẹ̄ lọ̄ sọ́jâ | ...you went to the market |
| ẹ̄ lọ̄ sái̽sùn | mō gbọ́ p'ẹ̄ lọ̄ sái̽sùn | ...you went to a wake |
| ẹ̄ wẹ̀ lǒdô | mō gbọ́ p'ẹ̄ wẹ̀ lǒdô | ...you swam in the river |
| ẹ̄ ràwě ¯yōrùbǎ | mō gbọ́ p'ẹ̄ ràwě ¯yōrùbǎ | ...you bought Yoruba books |
| ẹ̄ rāgbádá | mō gbọ́ p'ẹ̄ rāgbádá | ...you bought an agbada |

2. pé plus clause. (1-2, 2-3, 3-2)

| | | |
|---|---|---|
| pópó ńjó | ó sọ̄ pé pópó ńjó | ...Popo is dancing |
| pópó ńtāṣọ̄ | ó sọ̄ pé pópó ńtāṣọ̄ | ...Popo sells cloth |
| pópó ńrâgbọ̄n | ó sọ̄ pé pópó ńrâgbọ̄n | ...Popo is buying coconuts |
| pópó ńjẹ̄rān | ó sọ̄ pé pópó ńjẹ̄rān | ...Popo is eating meat |
| pópó ńjẹ̽pà | ó sọ̄ pé pópó ńjẹ̽pà | ...Popo is eating groundnuts |

3. kí plus clause.

a. 'shall I come to greet you?'

| | |
|---|---|
| kí | ṣé kí n̄ wá' kí ọ̄ |
| ṣọ́ọ̽ṣì | ṣé kí n̄ lọ̄ sí ṣọ́ọ̽ṣì |
| kàwě | ṣé kí n̄ kàwě |
| fọ̄ṣọ̄ | ṣé kí n̄ fọ̄ṣọ̄ náà |
| fìlà | ṣé kí n̄ dé fi̽là |
| bàtà | ṣé kí n̄ wọ̄ bàtà |
| ẹ̀wù | ṣé kí n̄ wẹ̀wù |

| | |
|---|---|
| āgbọ̀n | ṣé kí n̄ mú āgbọ̀n wǎ |
| ìkòkò | ṣé kí n̄ mú i̽kòkò wǎ |

b. 'shall he bring...?'

| | |
|---|---|
| āgbọ̀n | ṣé kó mú āgbọ̀n wǎ |
| ìṣǎná | ṣé kó mú ìṣǎná wá |
| ābúlé | ṣé kó lọ̄ sábúlé |
| àgbō | ṣé kó sē àgbō |

4. 'How many?'

| | 'how many books are there?' | 'I see six books' |
|---|---|---|
| ìwě | ìwě mélǒ nī wọ́n | mō ríwě mẹ́fâ |
| āgbè | āgbè mělǒ nī wọ́n | mō rágbê mẹ̌fâ |
| àdǎ | àdǎ mélǒ nī wọ́n | mō rádǎ mẹ́fâ |
| ìbùsùn | ìbùsùn mělǒ nī wọ́n | mō ríbu̽sùn mẹ̌fâ |
| àgā | àgā mélǒ nī wọ́n | mō rágá mẹ́fâ |

## UNIT 28

A. BASIC DIALOGUE: 'Do you know the way?'

A

| | | |
|---|---|---|
| ṣ́ẹ̄ mọ̀nà | Ṣe ẹ mọ ọna? | Do you know the way? |

B

| | | |
|---|---|---|
| àpèjúwē | | description |
| ṣàpèjúwēꜜrẹ̀ | Ṣe apejuwe rẹ. | Describe it. |

A

| | | |
|---|---|---|
| tọ̀ | | follow |
| òpǒpó | | street |
| dùgbẹ̀ | | (name of street) |
| ẹ̄ tọ̄ òpǒpó ˇdùgbẹ̀ lọ̄ | Ẹ tọ Òpopó Dùgbẹ̀ lọ. | Follow Dugbẹ Road. |
| kọ̄já | | pass |
| èkǒtệdǒ | | Ekotẹdo |
| Mọ́kọ́lá | | Mọkọla |
| ẹ̄ kọ̄já èkǒtệdǒ àtī mọ́kọ́lá | Ẹ kọja Èkotẹ̀do ati Mọ́kọ́lá. | (You) pass Ekotẹdo and Mọkọla. |
| yà | | veer |
| sọ́tǔn | | to the right |
| ẹ̄ yà sọ̌tǔn ní kájọ̄là | Ẹ ya si ọtun ni Kajọla. | Turn to the right at Kajọla [Street]. |
| ẹ̄ má yâ rǎrá mọ́ | Ẹ ma yà rara mọ. | Don't turn any more. |

B. NOTES

1. tọ̄ plus impersonal objects.

The verb tọ̄, which we have translated as 'to follow', may take as its objects words like 'street' and 'path', but it does not go with persons. That is, 'to follow a person' requires an entirely different verb in Yoruba.

2. kọ̄já: another inseparable verb-noun combination.

The disyllabic verbal expression kọ̄já is comparable to pẹ̀lǔ (Unit 21, Note 3) in that it acts like a coalescence of verb plus noun, not like verb plus verb (Unit 10, Note 1).

3. Noun plus noun in genitival relationship.

In the sentence:

| | |
|---|---|
| ṣē àpèjúwē īléˋrẹ̄ | 'describe your house'<br>('make description of your house') |

the words àpèjúwē and īlé are both nouns. The construction in which they are found here is such that īlé 'house' is in genitival relationship to àpèjúwē.

C. Exercises.

1. àpèjúwē plus another noun; 2 sg. vs. 3 sg. possessive. (1-2, 1-3, 1-2-3)

| | 'describe your house' | 'he described his house' |
|---|---|---|
| īlé | ṣàpèjúwē īléˋrẹ̄ | ó ṣa̽pèjúwē īlé▾rẹ̀ |
| āṣọ̄ | ṣàpèjúwē āṣọ̄ˋrẹ̄ | ó ṣa̽pèjúwē āṣọ̄▾rẹ̀ |
| īléˋwě | ṣàpèjúwē īléˋwěˋrẹ̄ | ó ṣa̽pèjúwē īléˋwě▾rẹ̀ |
| ōdò | ṣàpèjúwē ōdòˋrẹ̄ | ó ṣa̽pèjúwē ōdò▾rẹ̀ |
| āgbádá | ṣàpèjúwē āgbádáˋrẹ̄ | ó ṣa̽pèjúwē āgbádá▾rẹ̀ |
| ābúlé | ṣàpèjúwē ābúléˋrẹ̄ | ó ṣa̽pèjúwē ābúlé▾rẹ̀ |
| āládǔgbô | ṣàpèjúwē āládǔgbôˋrẹ̄ | ó ṣa̽pèjúwē āládǔgbô▾rẹ̀ |
| ālábǎṣīṣẹ́ | ṣàpèjúwē ālábǎṣīṣẹ́ˋrẹ̄ | ó ṣa̽pèjúwē ālábǎṣīṣẹ́▾rẹ̀ |
| àwọ̄n | ṣàpèjúwē▾wọ̄n | ó ṣa̽pèjúwē▾wọ̄n |
| òūn | ṣàpèjúwē▾rẹ̀ | ó ṣa̽pèjúwē▾rẹ̀ |

2. Possessive construction with kọ́já; affirmative vs. negative imperative. (1-2, 1-3, 1-2-3)

| | 'pass our house' | 'don't pass our house' |
|---|---|---|
| īlé▾wā | ẹ̄ kọ̄já īlé▾wā | ẹ̄ má kọjá īlé▾wā |

| | | |
|---|---|---|
| īlé`wĕ | ẹ̄ kọ̄já īlé`wĕ | ẹ̄ má kọ̇já īlé`wĕ |
| ṣọ́ọ̽sì | ẹ̄ kọ̄já▾ṣọ́ọ̄sì | ẹ̄ má kọ̇já▾ṣọ́ọ̽sì |
| ọ̄jà | ẹ̄ kọ̄já ọ̄jà | ẹ̄ má kọ̇já ọ̄jà |
| ābúlé | ẹ̄ kọ̄já ābúlé | ẹ̄ má kọ̇já ābúlé |
| òpŏpó▾wā | ẹ̄ kọ̄já òpŏpó▾wā | ẹ̄ má kọ̇já òpŏpó▾wā |
| àwā | ẹ̄ kọ̄já▾wā | ẹ̄ má kọ̇já▾wā |

3. <u>ní</u> plus place expressions; affirmative <u>vs</u>. negative simple indicative. (1-2, 1-3, 1-2-3)

| | | |
|---|---|---|
| òpŏpó | ṣ´ẹ̄ yà sọtŭn lópŏpó náà | ẹ̄ kò yà sọtŭn lópŏpó náà |
| ābúlé | ṣ´ẹ̄ yà sọtŭn lábúlé náà | ẹ̄ kò yà sọ̆tŭn lábúlé náà |
| ọ̄jà | ṣ´ẹ̄ yà sọtŭn lọ́jâ nǎà | ẹ̄ kò yà sọtŭn lọ́jâ nǎà |
| īlé`wĕ | ṣ´ẹ̄ yà sọtŭn nílé`wĕ náà | ẹ̄ kò yà sọtŭn nílé`wĕ náà |
| ṣọ́ọ̽sị̀ | ṣ´ẹ̄ yà sọ̆tŭn ní ṣọ́ọ̽sì nǎà | ẹ̄ kò yà sọtŭn ní ṣọ́ọ̽sì nǎà |

## <u>UNIT 29</u>

A. BASIC DIALOGUE: 'Cross Duro Road'

A

| | | |
|---|---|---|
| títî | | street |
| fò... dá | | skip over, jump over |
| ẹ̄ fō títî ▾dúró dá | E fo titi Duro dá. | Cross Duro Road. |

B

| | | |
|---|---|---|
| ọ̄wọ́ | | hand |
| òsì | | left |
| īlé`mīłwà lọ̌wọ́ o̽sì | Ile mi wa ni ọwọ òsì. | My house is on the left. |

| | | |
|---|---|---|
| yé | | understand (impersonal verb) |
| ṣé ó yé▾yín | Ṣe o ye yin? | Do you understand? |
| | B | |
| sọ̄nù | | to be lost |
| sá | | merely |
| lè | | be able |
| ā˸ lē˸ sọ̄nù ṣă | A ko le sọnu ṣa. | We cannot be lost anyhow. |
| tọ́jú | | tend to, care for |
| dè | | await |
| ìrẹ̄sì | | rice |
| tọ́júˋrẹ̄sì dè wǎ | Tọju.irẹsi de wa. | Prepare rice for us before we come. |
| | A | |
| ō▾ | õ. | All right. |

## B. NOTES

1. A separable verb combination: fò... dá.

The disyllabic verbal expression fò... dá consists of two independent verbs used together. If there is an object, it comes between the verbs. Object pronouns may follow the first member of the pair. The 3 sg. object form is generally fǒdá, not fòˊdá:

ó fǒ dá 'he jumped over it'

This is an instance of tonal 'condensation,' as described in the Introduction (p.xxi).

2. The impersonal verb yé.

The verb yé is generally preceded by a 3 sg. subject pronoun. This pronoun has no special antecedent when it is used with yé. In this sense, we may say that yé is an 'impersonal verb'. The words which correspond to English subjects are in Yoruba translated with object nouns or pronouns:

| | |
|---|---|
| ó yé mī | 'I understand' |
| ó yé▾ | 'he understands(it)' |

3. ọ̄wọ́ in expressions of left and right.

| | | |
|---|---|---|
| sótǔn | sí òtǔn | 'to the right' |
| | sí ọ̄wọ́ òtǔn | |
| sósî | sí o̽sì | 'to the left' |
| | sí ọ̄wọ́ o̽sì | |

The above expressions demonstrate that the word ọ̄wọ́ 'hand' may be included in or omitted from these expressions of direction.

C. Exercises.

1. fò... dá with noun and pronoun objects. (1-2, 3, 1-2-3)

| | 'did he cross the street?' | 'he didn't cross it' |
|---|---|---|
| títî | ṣó fō títî dǎ | kò fǒ dá |
| òpǒpó | ṣó fôpǒpó dá | kò fǒ dá |
| ōdò | ṣó fōdò dǎ | kò fǒ dá |

2. Right vs. left; negative vs. affirmative, simple indicative. (1-2, 1-3, 1-2-3)

| | 'I didn't turn right' | 'I turned left' |
|---|---|---|
| èmī | n̄ kò yà sọ̌tǔn | mō yà sǒsî |
| òūn | kò yà sọ̌tǔn | ó yâ sǒsî |
| àwā | ā kò yà sọ̌tǔn | ā yà sǒsî |
| àwọ̄n | wọ̄n kò yà sọ̌tǔn | wọ́n yâ sǒsî |

3. Left vs. right with and without ōwọ́.

| | 'shall we turn left?' | 'shall we turn left?' |
|---|---|---|
| ↓ | ṣé ká yâ sọ̌wọ́ o̽sì | ṣé ká yâ sǒsî |
| ọ̀tǔn | ṣé ká yâ sọ̌wọ́ ọtǔn | ṣé ká yâ sọ̌tǔn |
| èmī | ṣé kí n̄ yà sọ̌wọ́ ọtǔn | ṣé kí n̄ yà sọ̌tǔn |
| òsì | ṣé kí n̄ yà sọ̌wọ́ o̽sì | ṣé kí n̄ yà sǒsî |
| àwā | ṣé ká yâ sọ̌wọ́ o̽sì | ṣé ká yâ sǒsî |

4. The impersonal verb yé. (1-2, 2-3, 1-2-3)

| ↓ | 'do you understand?' | 'I don't understand' |
|---|---|---|
| ìwō | ṣó yé ọ̄ | kò yě mī |
| òūn | ṣó yé▾ | kò yě▾ |
| ẹ̀yīn | ṣó yé▾yín | kò yě mī<br>kò yě wā |
| àwọ̄n | só yé wọ̄n | kò yě wọ̄n |

5. The verb lè.

| | 'he wants to write' | 'can he write?' |
|---|---|---|
| kọ̀wě | ó fẹ́ˊ kộwě | ṣó lê kọ̀wě |
| kọ́wě | ó fẹ́ˊ kọ́wě | ṣó lê kọ̌wě |
| jó | ó fẹ́ˊ jó | ṣó lê jǒ |
| nārā | ó fẹ́ˊ nārā | ṣó lê nārā |
| fọ̄ṣọ̄ | ó fẹ́ˊ fọ̄ṣọ̄ | ṣó lê fọ̄ṣọ̄ |
| lọ̄ kí wọ̄n | ó fẹ́ˊ lọ̄ kí wọ̄n | ṣó lê lọ̄ kí wọ̄n |

## UNIT 30

## Review.

A:

| | | |
|---|---|---|
| 1. | ọ̄lọ́pǎ wọ̄lé▾wā | A policeman entered our house. |
| 2. | ṣé ká lọ̄ kí wọ̄n | Shall we go and greet them?' |
| 3. | ạ̄rá ògbǒmộṣọ̌ nī | He's from Ogbomọshọ. |
| 4. | ó dé lọ́jọ́ kèjì ọ̀sẹ̀ | He arrived on Tuesday. |
| 5. | ṣé òtǐtọ́ nī | Is it true? |
| 6. | má yâ sọ̌tǔn | Don't turn to the right. |
| 7. | fọ̄ṣọ̄ˋmī lọ́sǎn | Wash my clothes in the afternoon. |
| 8. | ìwọ̄ ▾tānī | Who are you? |
| 9. | ṣàpèjúwē ọ̄mọ̄ˋrẹ̄ | Describe your child. |
| 10. | ṣˊò bǐnú sí▾ | Are you angry with him? |
| 11. | níbō lòjǒ wâ | Where is Ojo? |
| 12. | ó wâ nǐ ṣọ́ộsì | He's at church. |

| | | |
|---|---|---|
| 13. | ādé kì´ṣē ọ̄lọ́pǎ | Ade is not a policeman. |
| 14. | ṣọ́mọ̄ sùkǔrû nī ọ́ | Are you a student? |
| 15. | mō ńkộwě▾yōrùbǎ | I'm studying a Yoruba book. |
| 16. | àwọ̄n mélǒ | How many of them [are there]? |
| 17. | ǹjẹ̌ ó fẹ́´ jẹ̄ dòdò | Do you like to eat fried plantain? |
| 18. | níbō lọ̀pǎ`mīǀwà | Where is my walking stick? |
| 19. | ṣé ká lọ̄▾ kí▾ | Shall we go and greet him? |
| 20. | mō mọ̀nà | I know the way. |
| 21. | ó fọ́ àwō pẹ̀lǔ òrǒró | He broke the dish with the oil. |
| 22. | ṣ´ẹ̄ lè sọ̄ yōrùbǎ | Can you speak Yoruba? |
| 23. | wọ̄n kò mọ̄ ārā▾wọ̄n | They don't know one another. |
| 24. | ārá àpǎpá nī wọ́n | They are residents of Apapa. |
| 25. | ōníṣōwò kò ňtōńjẹ̄ | A trader does not sell foodstuffs. |
| 26. | kílōrúkọ̄ ōníṣōwò nǎà | What is the trader's name? |
| 27. | ōrúkọ̄▾rẹ̀ nī rẹ̀mǐ | His name is Rẹmi. |
| 28. | āṣọ̄ yǐ kì´ṣāgbádá | This cloth is not an agbada. |
| 29. | ṣé ìwě`rẹ̄ǀdùn | Is your book interesting? |
| 30. | àwọ̄n ọ̄mọ̄▾rẹ̀ǀkéré púpộ | His children are very small. |
| 31. | ó ní kệkẹ̌ méjî | He has two bicycles. |
| 32. | wọ́n lọ́mọ̄ méje̍ | They have seven children. |
| 33. | ìyàwǒ`mīǀńránṣọ̄ | My wife is sewing. |
| 34. | lọ̄ mátā wá | Fetch the pepper. |
| 35. | má rāgbọ̀n yǐ | Don't buy this basket. |
| 36. | tāló fī wàrà sǐ▾ | Who put milk in it? |
| 37. | wọ́n ńjẹ̄ gbágǔdá átānàmọ̌. | They are eating cassava and sweet potatoes. |

38. n̄ kò nǐ ǹkān nílé I haven't a thing at home.

39. ẹ̄ fún mī níṣǎná Give me a match.

40. ṁá wọ̀ bàtà nǐlé Don't put on your shoes in the house.

B. <u>Free conversation</u>. Use the following suggestions as beginnings for conversations in Yoruba.

1. A meets his friend B. They exchange greetings, and B asks where A is going. (Repeat this situation for various times of day.)

2. A asks B where he went the day before and what he did there.

3. A and B meet and greet one another. B invites A to come and visit him.

4. A comes to visit B.

## UNIT 31

A. BASIC DIALOGUE: 'My friend, I'd like you to know me.'

A

| | | |
|---|---|---|
| ọ̀rẹ̌ `mī mō fẹ́ k´ō mọ̀ wǎ | Ọ̀rẹ́ mi mo fẹ ki o mọ̀ wa. | My friend, I'd like you to know us. |

B

| | | |
|---|---|---|
| dùn | | sweet, glad |
| īnú `mī yó dûn pǔpộ | Inu mi yio dùn pupọ̀. | I'd be very glad. |

## A

| | | |
|---|---|---|
| ìyàwǒ | | wife |
| ìyàwǒˋmī nì yǐ | Iyawo mi ni yi. | This is my wife. |
| ōrúkọ̄ | | name |
| ōrúkọ̄ˉrẹ̀ nī mèrǐ | Orukọ rẹ̀ ni Meri. | Her name is Mary. |
| ìyẹ̄n | | that |
| tọ̀ḿ nîyẹ̄n | Tom ni yẹn. | That is Tom. [one of their children] |
| ọ̄mọ̄ | | child |
| ọ̄dún | | year |
| ẹ̀fà | | 6 |
| ọ̄mọ̄ ọ̄dún mẹ́fâ nī | Ọmọ ọdun mẹfa ni. | He's 6. |
| jèění nîyẹ̄n | Jẽni ni yẹn. | That is Jane. |
| ẹ̀rīn | | 4 |
| ọ̄mọ̄ ọ̄dún mẹ́rin nī | Ọmọ ọdun mẹrin ni. | She is 4. |

## B. NOTES

1. Absence of an extra vowel mora between *fẹ́* and *kí*.

In the sentence:

mō fẹ́ kí ō mọ̀ wǎ 'I want that you know us'

notice that there is no extra mora added to the vowel of *fẹ*.

2. Final tone of a noun expression as subject of a *kí*- clause. In this same construction, note the tones of a noun subject:

ọ̀lāǀfọ̄ṣō 'Ọ̀lā washed clothes'

ā fẹ́ kí ọ̀lā fọ̄ṣọ̄ 'we want Ọla to wash clothes'

In a kí clause, the final pitch of a noun subject expression is not required to be high or rising, at least for some speakers. In terms of our symbols, the juncture I does not occur in these sentences. For other speakers, including the person whose voice is heard in the tape recording for this Unit, the juncture does occur here. (cf. Exercise 2, Column 3)

3. Elision of nī with a following noun.

In the sentence:

tọ̀ḿ nîyẹ̄n 'That is Tom.'

the word nī 'is' has been elided with the first syllable of the word ìyẹ̄n 'that.' The tone that remains after the elision is that of the first syllable of the demonstrative (i.e. low tone). This tone is then replaced by falling tone after a high or rising tone. In both these ways, nī behaves tonally just as verbs do.

But in the sentence.

ōrúkọ̄▾rẹ̀ nī mèrǐ 'her name is Mary'

notice that the last tone of the noun expression used as subject is not high or rising. In this respect, nī does not behave like the verbs.

C. Exercises.

1. fẹ́ plus kí: subject pronouns. (1-2)

| | 'he wants you to bring his brown shoes' |
|---|---|
| ìwọ̄ | ó fẹ́ k·́ō mú ba̽tà▾rẹ̀ pūpā wá |
| ẹ̀yīn | ó fẹ́ k·́ẹ̄ mú ba̽tà▾rẹ̀ pūpā wá |
| èmī | ó fẹ́ kí n̄ mú ba̽tà▾rẹ̀ pūpā wá |
| àwā | ó fẹ́ ká mú ba̽tà▾rẹ̀ pūpā wá |
| òūn | ó fẹ́ kó mú ba̽tà▾rẹ̀ pūpā wá |
| àwọ̄n | ó fẹ́ kí wọ́n mú ba̽tà▾rẹ̀ pūpā wá |

2. fẹ́ plus kí: conversion of sentences.

| | 'Ayọ washed clothes' | 'we want Ayọ̀ to wash clothes' |
|---|---|---|
| fọ̀ | āyọ̀ǀfọ̄ṣọ̄ | ā fẹ́ kí āyọ̀ fọ̄ṣọ̄ |
| mū | āyọ̀ǀmū wàrà | ā fẹ́ kí āyọ̀ mū wàrà |
| nārā | āyọ̀ǀnārā | ā fẹ́ kí āyọ̀ nārā |
| nājú | āyọ̀ǀnājú | ā fẹ́ kí āyọ̀ nājú |
| pẹ́ | āyọ̀ǀpẹ́ nílé | ā fẹ́ kí āyọ̀ pẹ̌ nílé |

3. Verb (with ǀ) vs. non-verb (without ǀ) (1-2, 1-3, 1-2-3)

| a. | 'Ade is my child' | 'my child knew Ade' |
|---|---|---|
| ọ̄mọ̄ | ọ̄mọ̄ˋmī nī ādé | ọ̄mọ̄ˋmīǀmọ̄ ādé |
| ọ̄bàkān | ọ̄bàkānˋmī nī ādé | ọ̄bàkānˋmīǀmọ̄ ādé |
| ẹ̄gbẹ́ | ẹ̄gbẹ́ˋmī nī ādé | ẹ̄gbẹ́ˋmīǀmọ̄ ādé |
| àbǔrô | àbǔrôˋmī nī ādé | àbǔrôˋmīǀmọ̄ ādé |
| āládǔgbô | āládǔgbôˋmī nī ādé | āládǔgbôˋmīǀmọ̄ ādé |

| b. | | |
|---|---|---|
| ọ̄mọ̄ | ọ̄mọ̄▾rẹ̀ nī ādé | ọ̄mọ̄▾rẹ̀ǀmọ̄ ādè |
| ọ̄bàkān | ọ̄bàkān▾rẹ̀ nī ādé | ọ̄bàkān▾rẹ̀ǀmọ̄ ādé |
| ẹ̄gbẹ́ | ẹ̄gbẹ́▾rẹ̀ nī ādé | ẹ̄gbẹ́▾rẹ̀ǀmọ̄ ādé |
| àbǔrô | àbǔrô▾rẹ̀ nī ādé | àbǔrô▾rẹ̀ǀmọ̄ ādé |
| āládǔgbô | āládǔgbô▾rẹ̀ nī ādé | āládǔgbô▾rẹ̀ǀmọ̄ ādé |

## UNIT 32

A. BASIC DIALOGUE. 'Sam is two years old now.'

A

| | | |
|---|---|---|
| sàámú ọ̄kùnrīn náà | Samu, okunrin na. | Sam the [big] man. |
| dī | | become, be |
| báyǐ | | thus |
| ó dọ̄mọ̄ ọ̄dún méjî bǎyǐ | O di ọmọ ọdun meji bayi. | He is two years old now. |

B

| | | |
|---|---|---|
| látì | | to |
| īnú˙mī\|dùn pǔpộ látì mọ̀ yǐn | Inu mi dun pupọ lati mọ̀ yin. | I'm glad to know you (pl.). |

A

| | | |
|---|---|---|
| āmẹ́ríkâ | | America |
| ārá āmẹ́ríkâ nī wá | Ará Amẹrika ni wa. | We are Americans. |

B

| | | |
|---|---|---|
| pẹ́ | | stay, be late |
| kí... tó | | before |
| pādà | | return |
| ṣ˙ē´ pẹ̌ díẹ̀ k˙ẹ̄ tó pādà | Ṣe ẹ o pẹ diẹ ki ẹ to pada? | Will you stay for some time before you return? |

A

| | | |
|---|---|---|
| ā˙ṣè ọ̄dún díẹ̀ | Ã ṣe ọdun diẹ. | We shall stay for some years. |

## B. NOTES

### 1. Future tense with ó.

The dialogues of Units 31 and 32 have contained instances of a future tense:

| | |
|---|---|
| Īnú·̀mī yió dûn | 'my heart will be glad' |
| ṣé ẹ̄ ó pẹ̌ díẹ̀ | 'will you stay for some [time]? |
| ṣé ẹ̄·́ pẹ̌ díẹ̀ | (with assimilation) |
| ṣ·́ẹ̄́ pẹ̌ díẹ̀ | (with elision) |

In the uncontracted form of this future tense, for all persons and numbers, we find the vowel ó. As illustrated in the second example, this is subject to assimilation and elision with preceding vowels. In this respect, it is like the ò which is found in the negative of the simple tense (Unit 22, Notes 1-4).

The subject pronouns used with the future are also identical with those used for the negative simple in first and second persons, and in third person plural. They are:

| | singular | plural |
|---|---|---|
| 1 | n̄ | ā |
| 2 | ō | ẹ̄ |
| 3 | # | wọ̄n |

The 3 sg. form, which is used with or without a noun subject, is yó, spelled yio. The future forms of a low verb are thus pronounced:

| | singular | plural |
|---|---|---|
| 1 | n̄ ó sûn ~ n̄·́sûn | ā ó sûn ~ ā·́ sûn |
| 2 | ō·́ sûn | ẹ̄ ó sûn ~ ẹ̄·́ sûn |
| 3 | yó sûn | wọ̄n ó sûn |

2. Tonal alternation of high and mid verbs in the ó- future.

Notice the tones of the verb stems in these sentences:

| | |
|---|---|
| ṣ́ˑẹ̄́ pẹ̌ | 'will you delay? (pé 'to delay') |
| ā́ˑṣẹ̍ ọ̄dún díẹ̀ | 'we will spend ('do') some years<br>(ṣē 'to do, make') |

In this future tense, high and mid verbs undergo a tonal alternation: high verbs have rising tone, and mid verbs have second tone. This is reminiscent of the tones of verbs after the negative imperative marker má ~máˑ (Unit 15, Note 3). Forms with óˑ are used optionally by some speakers in place of ó. The tones of high and mid verbs, however, are exactly what we would expect them to be after such a form. For this reason, we may assume for the future marker basic form *ó(ˑ) even in dialects in which óˑ is never actually pronounced. The parentheses mean that the extra mora is always elided in those dialects.

3. Elision of nī with a following noun.

Notice the tones of the noun subjects in these sentences:

| | |
|---|---|
| Īnúˑ̀mī yó dûn | 'my heart will be glad' |
| ọ̀lā yó wǎ | 'Ọla will come' |
| ēbī yó pa̍ wá | 'we will be hungry' |

Before this future tense, the final tone of a noun subject expression does not have to be high or rising. In terms of our notation, the juncture I does not occur with the o- future tense.

C. Exercises.

1. Assimilated vs. unassimilated forms of the future.
(1-2, 2-3, 3-2)

| | | |
|---|---|---|
| ìwọ̄ | ō ó rǐ ôjǒ ní ọ̀sǎn | ṓˑ rǐ ôjǒ lọ́sǎn |

| | | |
|---|---|---|
| ẹ̀yīn | ẹ̄ ó rǐ ôjǒ ní ọ̀sǎn | ḗ· rǐ ôjǒ lọ́sǎn |
| èmī | n̄ ó rǐ ôjǒ ní ọ̀sǎn | n̄́· rǐ ôjǒ lọ́sǎn |
| àwā | ā ó rǐ ôjǒ ní ọ̀sǎn | ā́· rǐ ôjǒ lọ́sǎn |
| àwọ̄n | wọ̄n ó rǐ ôjǒ ní ọ̀sǎn | wọ̄n·́ rǐ ôjǒ lọ́sǎn |
| òūn | yó rǐ ôjǒ ní ọ̀sǎn | yó rǐ ôjǒ lọ́sǎn |

2. Simple tense vs. future tense. (1-2, 1-3, 1-2-3)

| | 'I arrived at the river' | 'I'll arrive at the river' |
|---|---|---|
| èmī | mō dé sódô | n̄ó dě sódô |
| ìwọ̄ | ō dé sódô | ṓ· dě sódô |
| òūn | ó dé sódô | yó dě sódô |
| àwā | ā dé sódô | ā́· dě sódô |
| ẹ̀yīn | ẹ̄ dé sódô | ẹ̄́· dě sódô |
| àwọ̄n | wọ́n dé sódô | wọ̄n ó dě sódô |

3. Simple tense vs. future tense.

| | 'I threw away the leaves' | 'I will throw the leaves away' |
|---|---|---|
| ēwé | mō dēwé nû | n̄ó de̍wé nû |
| ẹ̀pà | mō dẹ̀pà nù | n̄ó dẹ̽pà nù |
| ìrẹ̄sì | mō dàrẹ̄sì nù | n̄ó dârēsì nù |
| òrǒró | mō dòrǒró nû | n̄ó dôrǒró nû |

4. Negative simple vs. affirmative future.
(1-2, 1-3, 1-2-3)

| | 'I didn't go yesterday' | 'I'll go on Friday' |
|---|---|---|
| èmī | n̄ kò lọ̄ lánǎ | n̄ó lọ̍ lọ́jọ́ ẹ̍tì |
| àwā | ā kò lọ̄ lánǎ | ā· lọ̍ lọ́jọ́ ẹ̍tì |
| àwọ̄n | wọ̄n kò lọ̄ lánǎ | wọ̄n ó lọ̍ lọ́jọ́ ẹ̍tì |
| òūn | kò lọ̄ lánǎ | yió lọ̍ lọ́jọ́ ẹ̍tì |

## UNIT 33

## A. BASIC DIALOGUE: 'My name is ______'

A

| | | |
|---|---|---|
| durojāyé lōrúkọ̄·mī | Durojaiye ni orukọ mi. | My name is Durojaiye. |
| sọ̄ | | say |
| ìtǔmộ | | meaning |
| mō fẹ́·sọ́tǔmộ ōrúkọ̄·mī | Mo fẹ sọ itumọ̀ orukọ mi. | I'd like to tell [you] the meaning of my name. |
| àbǐkú | | one who is born and dies |
| ōrúkọ̄ àbǐkú nī | Orukọ àbiku ni. | It is an abiku name. |
| òbǐ | | parents |
| bẹ̀ | | to beg |
| kú | | to die |
| àwọ̄n òbǐ·mī ǀ bẹ̀mǐ kí n̄ má kǔ mọ́ | Awọn òbi mi bẹ̀ mi ki nmọ ku mọ. | My parents begged me not to die again. |
| ìsīmī | | rest |

B

| | | |
|---|---|---|
| wáˋkí wā lọ́jọ́ˋsīmī | Wa kiwa lọjọ isimi. | Come visit us on Sunday. |

A

| | | |
|---|---|---|
| mˋá wá | Mã wa. | I will come. |
| ẹ̄ ṣé ō | Ẹ ṣe o. | Thank you. |

## B. NOTES

1. kí...tó... 'before'.

Unit 32 contains the sentence:

ṣé ẹ̄ ó pẹ̌ díẹ̀ kí ẹ̄ tó pādà 'will you stay [for] some [time] before you return?

The combination of kí-subject-tó-verb is commonly translated with English 'before.'

2. One of the uses of láti̍.

The sentence: īnúˋmīǃdùn 'my heart is glad'

is a very useful one in many social situations. It may be followed by láti̍ plus a verb or verb phrase which expresses the reason for the gladness: īnúˋmīǃdùn láti̍ mọ̀ yǐn 'I'm glad to know you'

Some other verb phrases which are commonly used here are:

| | |
|---|---|
| īnúˋmīǃdùn láti̍ ríꜜyín | 'I'm glad to see you' |
| īnúˋmīǃdùn láti̍ wá láꜜrínꜜyín | 'I'm glad to be among you' |

3. The future with a-.

The sentence m'á wá 'I will come'

contains an example of a future tense which is slightly different in its meaning/use from the future which we have met in Units 31-32. The marker of this tense is á, for which reason we shall refer to it as the a-future, in contrast to the o-future. The other forms of this future tense will not be introduced or practiced at this point, however.

C. Exercises.

1. Clauses in simple tense vs. clauses with kí. (1-2, 2-3)

| | 'I gave them money' | 'they begged me to give them money' |
|---|---|---|
| fún | mō fún wọ̄n lówó | wọ́n bệ mǐ pé kí n̄ fún wọ̄n lówó |
| wá | mō wá: kí wọ̄n | wọ́n bệ mǐ pé kí n̄ wá: kí wọ̄n |
| sọ̄ | mō sọ̀tǔmộ▾rẹ̀ fǔn wọ̄n | wọ́n bệ mǐ pé kí n̄ sọ̀tǔmộ▾rẹ̀ fǔn wọ̄n |
| ṣīṣẹ́ | mō ṣīṣẹ́ fún wọ̄n | wọ́n bệ mǐ pé kí n̄ ṣīṣẹ́ fún wọ̄n |
| bínú | n̄ kò bǐnú sí wọ̄n | wọ́n bệ mǐ pé kí n̄ má bǐnú sí wọ̄n |
| nà | n̄ kò nà wọ̌n | wọ́n bệ mǐ pé kí n̄ má nâ wọ̌n |
| pẹ́ | n̄ kò pẹ̌ | wọ́n bệ mǐ pé kí n̄ má pẹ̌ |

2. Affirmative clauses with láti.

| | 'we told them its meaning' | 'they begged us to tell them its meaning' |
|---|---|---|
| sọ̄ | ā sọ̀tǔmộ▾rẹ̀ fǔn wọ̄n | wọ́n bệ wǎ láti sộtǔmộ▾rẹ̀ |
| fún | ā fún wọ̄n lówó | wọ́n bệ wǎ láti fún wọ̄n lówó |
| wá | ā wá: kí wọ̄n | wọ́n bệ wǎ láti wá·kí wọ̄n |
| ṣīṣẹ́ | ā ṣīṣẹ́ fún wọ̄n | wọ́n bệ wǎ láti ṣīṣẹ́ fún wọ̄n |

(The sentences in Column 3 of this exercise are virtually interchangeable with the corresponding sentences from Column 3 of Exercise 1.)

3. Future vs. kí... tó...

| 'I will call him' | 'I will finish my work before I call him' |
|---|---|
| ñó pè꞉ | ñó pa̍rīṣẹ́ˋmī kí ñ tó pè꞉ |
| ā꞉pè꞉ | ā꞉pa̍rīṣẹ́▾wā ká tó pè꞉ |
| yıó pè꞉ | yıó pa̍rīṣẹ́▾rẹ̀ kó tó pè꞉ |
| wọ̄n ó pè꞉ | wọ̄n ó pa̍rīṣẹ́▾wọ̄n kí wọ̄n tó pè꞉ |

4. Simple tense vs. kí... tó...

| 'I came' | 'I spoke to him before I came' |
|---|---|
| mō wá | mō sọ̄ fún▾tẹ́lệ kí ñ tó wá |
| wọ́n wá | wọ́n sọ̄ fún▾ tẹ́lệ kí wọ́n tó wá |
| wọ́n jẹ̄-ūn | wọ́n sọ̄ fún▾ tẹ́lệ kí wọ́n tó jẹ̄-ūn |
| mō jẹ̄-ūn | mō sọ̄ fún▾ tẹ́lệ kí ñ tó jẹ̄-ūn |
| mō kówẹ̌ náà | mō sọ̄ fún▾ tẹ́lệ kí ñ tó kówě náà |
| wọ́n kówě náà | wọ́n sọ̄ fún▾ tẹ́lệ kí wọ́n tó kówě náà |

## UNIT 34

A. BASIC DIALOGUE: 'I want to go to Kingsway.'

A

| | | |
|---|---|---|
| mō fẹ́꞉ lọ̄ kíńswēì | Mo fẹ lọ kinswe. | I want to go to Kingsway. |
| ṣùgbǒ̩n ñ ò mọ̀na | Sugbọn ng o mọ ọna. | But I don't know the way. |

B

| | | |
|---|---|---|
| ọ̄jọ́ | | day |
| látíjọ́yǐ / látọ̍jọ́yǐ | Latı ọjọ yı? | After all this time? ['Since these days?'] |

A

| | | |
|---|---|---|
| jáde̍ | | go out |
| n̄ kìˊ jáde̍ | Ng kĩ jade. | I don't usually go out. |
| jọ̀wọ̌ | | please! |
| júwē | | point out, describe, explain |
| jọ̀wọ̌ { júwē'rẹ̀ <br> júwē ọ̀nà } fǔn mī | Jọwọ juwe rẹ fun mi. | Please describe it for me. |

B. NOTES

1. Negatives with kìˊ

A new negative form appears in the sentence:

n̄ kìˊ jáde̍ 'I don't usually go out'

This form has a habitual meaning, and is used as the negative counterpart of the ń tense (Unit 16, Note 1) and of another tense which we have not yet encountered. The forms of this tense are:

| | singular | plural |
|---|---|---|
| 1 | n̄ kìˊ wá | ā kìˊ wá |
| 2 | ō kìˊ wá | ẹ̄ kìˊ wá |
| 3 | kìˊ wá | wọ̄n kìˊ wá |

It is this form of the verb ṣē which appears in the negative counterpart of nī (Unit 25, Note 2).

2. The verb-noun combination júwē.

In the sentence ó júwē'rẹ̀ 'he described it'

the form júwē is partly like a verb, in that it is preceded by a subject pronoun. It is also partly like a noun, in that it may be followed by the possessive pronouns. It is thus comparable to pẹ̀lǔ (Unit 21, Note 3).

C. Exercises.

1. Negative habitual forms (1-2, 1-3, 1-2-ṣùgbǫ̀n-3)

| | a. 'I don't go out' | ('but') | 'I went out yesterday' |
|---|---|---|---|
| jáde̍ | n̄ kì' jáde̍ rárá | (ṣùgbǫ̀n) | mō jáde̍ lánǎ |
| wọ̄ ọ̄kọ̀ | n̄ kì' wọ̄kọ̀ rǎrá | | mō wọ̄kọ̀ lǎnǎ |
| ṣīṣẹ́ | n̄ kì' ṣīṣẹ́ níbí rárá | | mō ṣīṣẹ́ níbí lánǎ |
| ṣē bẹ́ẹ̀ | n̄ kì' ṣē bẹ́ẹ̀ rǎrá | | mō ṣē bẹ́ẹ̀ lǎnǎ |

| | b. 'he doesn't go out' | ('but') | 'he went out yesterday' |
|---|---|---|---|
| jáde̍ | kì' jáde̍ rǎrá | | ó jáde̍ lánǎ |
| wọ̄kọ̀ | kì' wọ̄kọ̀ rárá | | ó wọ̄kọ̀ lǎnǎ |
| ṣīṣẹ́ | kì' ṣīṣẹ́ níbí rárá | | ó ṣīṣẹ́ níbí lánǎ |
| bẹ́ẹ̀ | kì' ṣē bẹ́ẹ̀ rǎrá | | ó ṣē bẹ́ẹ̀ lǎnǎ |

2. The verb-noun júwē.

| | 'describe the way' | 'I can't describe it' |
|---|---|---|
| ọ̀nà | júwē ọ̀nà | n̄ kò lè júwēꜜrẹ̀ |

(īléꜜrẹ̀, ọ̄kùnrīn náà, ọ̄kọ̀'rẹ̄, ōlùkǫ̌'rẹ̄, ālábǎṣīṣẹ́'rẹ̄ āládǔgbô'rẹ̄)

3. kì' forms vs. kò forms

| | 'I don't put milk in coffee' | 'I didn't put milk in coffee' |
|---|---|---|
| fī | n̄ kì' fī wàrà sǐ kọ̄fí | n̄ kò fī wàrà sǐ kọ̄fí |
| jẹ̄ | n̄ kì' jẹ̄rān | n̄ kò jẹ̄rān |

| | | | |
|---|---|---|---|
| | mū | n̄ kì́ mūmī | n̄ kò mūmī |
| | fún | n̄ kì́ fún wa̽rà | n̄ kò fǔn wa̽rà |
| 4. | sọ̄ | n̄ kì́ sọ̄ yōrùbǎ | ā kì́ sọ̄ yōrùbǎ |
| | tà | n̄ kì́ tā ẹ̄rān | ā kì́ tā ẹ̄rān |
| | lọ̄ | n̄ kì́ lọ̄ īlé·̀wě | ā kì́ lọ̄ īlé·̀wě |
| | pā | n̄ kì́ lọ̄ pẹ̄jā | ā kì́ lọ̄ pẹ̄jā |
| | wọ̄ | n̄ kì́ wọ̄ āgbádá | ā kì́ wọ̄ āgbádá |

## UNIT 35

A. BASIC DIALOGUE: 'Get a bus along Ikoyi Road.'

| | | |
|---|---|---|
| wọ̄ wọ ọ̄kọ̀ | | enter a conveyance |
| wọ̄kọ̀ láti òpǒpó i̽kòyǐ | Wọ ọkọ lati opopo Ikọyi. | Get a cab/bus from Ikoyi Road. |
| lórí | | over |
| āfárá | | bridge |
| kọ̄já lórí āfárá˅ kíríkî | Kọja lori afara Kiriki. | Cross Greek Bridge. |
| bọ́sí | | enter |
| bọ́sí òpǒpó ˅ẹ́dwọ́ọ̀dù | Bọ si opopo Edward. | Enter Edward Street. |
| yà sǐ o̽sì ní mōlónî | Ya si osi ni Moloni. | Turn left on Moloney. |
| bọ́ sí mârǐnâ | Bọ si Marina. | Enter Marina Street. |
| tọ̀ | | follow |
| tààrà | | directly, along, all the way |
| tọ̄ màrǐnâ lọ̄ tààrà | Tọ Marina | Follow Marina |

| | | |
|---|---|---|
| títí | | until |
| títí ō· fi̍ dé òpǒpó ꜜṣítâ | titi o fi de opopo Ṣita. | until you reach Ṣita Street. |
| títî | | street |
| kàn | | reach, arrive at |
| títî tó¯·kân nī bālógūn | Titi ti o kan ni Balogun. | The street which you will arrive at is Balogun. |
| Īwájú | | front part |
| ó wâ nǐwájú ꜜkíńswēì | O wa niwaju Kinswe. | It is in front of Kingsway. |

B. NOTES

1. __títí__... __fī__... 'until'.

The sentence:

s titi until

tọ̄ màrǐnâ títí ō· fi̍ dé òpǒpó ¯ṣítâ 'follow Marina until you reach Ṣita Street'

contains the useful word __títí__ 'until'. Clauses that follow this word usually contain the verb __fī__ plus some other verb. Another example of __fī__ is found in Unit 22.

2. __tí__ in relative constructions.

The phrase:

títî tí ō· kân... 'the street which you will arrive at...

contains the very important element __tí__. This particle is used in constructions which correspond more or less to the relative clauses of English and other Indo-European languages. It is commonly subject to elision with a following vowel, and in this respect it follows the same rules as high verbs.

C. Exercises:

1. tí plus clause. (1-2, 1-3, 1-2-3)

| | 'which city are you going [to]?' | 'the city that I'm going [to] is Lagos' |
|---|---|---|
| ìwọ̄ | ìlǔ wo̍ nī yió ń lọ̄ | ìlǔ tí mō ń lọ̄ nī èkǒ |
| òūn | ìlǔ wo̍ nī yió lọ̄ | ìlǔ tí yió lọ̍ nī èkǒ |
| ẹ̀yīn | ìlǔ wo̍ nī ẹ̄ ń lọ̄ | ìlǔ tí mō ń lọ̄ nī èkǒ<br>ìlǔ tí ā ń lọ̄ nī èkǒ |
| àwọ̄n | ìlǔ wọ̍ nī wọ́n ń lọ̄ | ìlǔ tí wọ̄n ń lọ̄ nī èkǒ |

2. tí-clause; tán (cooked foods).

| | 'the food we ate is amala' | 'we ate the amala all up' |
|---|---|---|
| àmàlà | ōńjẹ̄ tí ā jẹ̄ nī àmàlà | ā jẹ̄ àmàlà tán |

(īyán, īṣū, ìrẹ̄sì, ẹ̀wà, ẹ̀bà 'cooked cassava', túwó, ẹ̀fọ̌ 'green vegetables')

3. tí-clause; tán (uncooked foods).

| | 'the food they cooked is amala' | 'they finished cooking the amala' |
|---|---|---|
| àmàlà | ōńjẹ̄ tí wọ́n sê nī àmàlà | wọ́n sē àmàlà tán |

(īṣū, ìrẹ̄sì, ẹ̀wà, gbágǔdá, ọ̄kà, ẹ̀fọ̌)

4. títí plus dī (casual and deliberate).

| | 'he read until dark' | |
|---|---|---|
| ālẹ́ | ó kâwě títí dālẹ́ | ó kâ ìwě títí dī ālẹ́ |
| ọ̀sǎn | ó kâwě títí dộsǎn | ó kâ ìwě títí dī ọ̀sǎn |

| | | |
|---|---|---|
| ààrộ | ó kâwè títí dâấrộ | ó kâ ìwě títí dī ààrộ |
| āāgō ka̍n | ó kâwě títí dāāgō ka̍n | ó kâ ìwě títí dī āāgō ka̍n |

5. títí plus clause with fī plus verb.

| | 'I read until he arrived' | 'I read until he called me' |
|---|---|---|
| kàwě | mō kàwě títí tó fī dé | mō kàwě títí tó fī pè mǐ |

↳ (sùn, ṣīṣẹ́, fọ̄ṣọ̄, jó, bínú, wẹ̀, kọ́wě)

## UNIT 36

A. BASIC DIALOGUE: 'I saw the things you bought.'

| | | |
|---|---|---|
| | A | |
| ōhūn | | thing |
| mō rí ōhūn t'ō rà | Mo ri ohun ti o rà. | I saw the things you bought. |
| | B | |
| ṣé wọ́n dárā | Ṣe nwọn dara? | Are they any good? |
| | A | |
| mō rò pě wọ́n dárā púpộ | Mo ro pe nwọn dara pupọ. | I think they're very good. |
| | B | |
| ǹjẹ̌ ō mọ̀ | Njẹ o mọ̀? | Do you know [what]? |
| | A | |
| mọ̄ kínī | Mọ̀ kini? | (Know) what? |

| | | |
|---|---|---|
| | B | |
| gbàgbě | | forget |
| pé mō gbàgbě látí rāṣū | Pe mo gbagbe lati rà iṣu. | That I forgot to buy yam. |
| | A | |
| ìsīsìyǐ | | now |
| kílṓ jẹ nísīsìyǐ | Kini o jẹ nisisiyi. | Now what will you eat? |
| | B | |
| n̄ǹkānkān (neg.) | | anything |
| n̄ kọ̀ nǐ n̂kānkān nílé | Ng ko ni nkankan ni ile. | I don't have anything at home. |

B. NOTES

1. látí after gbàgbě.

Another use of látí is found in this sentence:

mō gbàgbě látí rā īṣū 'I forgot to buy yam'

The verb gbàgbě 'to forget' is commonly followed by látí plus the simple form of some other verb.

2. An unusual parallel with English.

In the sequence of sentences:

| | |
|---|---|
| ǹjẹ̌ ō mọ̄ | 'do you know?' |
| mọ̄ kínī | 'know what?' |

notice that the verb of the second sentence, though not imperative, has no subject pronoun when it is repeated from the first sentence in a question of this kind. This point is worth noting even though it happens to have a close parallel in English.

C. Exercises.

1. 'I think...'; pairs of qualitative verbs.
(1-2, 2-3, 1-2-3)

| | 'are his shoes small?' | 'I think they are large' |
|---|---|---|
| kéré<br>'small' | ṣé ba̽tàꜜrẹ\|kéré | mō rò pě wọ́n tóbī |
| tūntūn | ṣé ba̽tàꜜrẹ̀\|tūntūn | mō rò.pě wọ́n gbó |
| wọ́n | ṣé ba̽tàꜜrẹ̀\|wọ́n | mō rò pě wọ́n dínwó |
| dárā | ṣé ba̽tàꜜrẹ̀\|dárā | mō rò pě wọ́n kô dǎrā |

2. kí plus 2 sg. vs. negative imperative; gbàgbě plus láti̍.
(1-2, 1-3, 1-2-3)

| | 'I want you to buy fish' | 'don't forget to buy fish' |
|---|---|---|
| rẹ̄jā | mō fẹ́ k·́ō rẹ̄jā | má gbâgbě láti̍ rẹ̄jā |

(kí òbǐ·̀rẹ̄, fọ̄ṣọ̄ náà, lọ̄ sọ́jâ, ṣē bẹ́ẹ̀)

3. Interrogatives and verb forms used with nísi̍sìyǐ.

| | 'where is he now?' | 'where are you now?' |
|---|---|---|
| wà | níbō ló wâ nísi̍sìyǐ | níbō lꜜō wà nísi̍sìyǐ |
| fẹ́ | kíló fẹ́ nísi̍sìyǐ | kílꜜō fẹ́ nísi̍sìyǐ |
| ṣē | kíló ńṣē nísi̍sìyǐ | kílō ńṣē nísi̍sìyǐ |
| kọ́ | kíló ńkọ́ nísi̍sìyǐ | kílō ńkọ́ nísi̍sìyǐ |
| lọ̄ | níbō ló ńlọ̄ nísi̍sìyǐ | níbō lō ńlọ̄ nísi̍sìyǐ |

## UNIT 37

A. BASIC DIALOGUE: 'Will you eat ẹkọ?'

A

| | | |
|---|---|---|
| ṣó·́ jệkọ̄ | Ṣe o jẹ ẹ̀kọ̄? | Will you eat ẹkọ? |

B

| | | |
|---|---|---|
| bá | | to join a person in doing something |
| ō ṣēūn lọ̄▾ bá mī rà·́ | O ṣeun lọ bamı rā. | Thank you, go and buy it for me. |
| àkàrà | | cake |
| ràkàrà pẹ̀lǔ | Ra àkàrà pẹ̀lǔ. | Buy cake also. |
| tī | | (tense morpheme) |
| pẹ́ | | be late |
| ó tī pẹ́ tí mō tī jàkàrà | O tı pẹ tı mo tı jẹ akara. | It's been a long time since I've eaten |

A

| | | |
|---|---|---|
| īrú èwō | Iru ewo? | What kind? |

B

| | | |
|---|---|---|
| èyǐkéyǐ | Eyıkeyı. | Any kind. ('whichever') |

B. NOTES

1. bá plus object plus verb.

   Compare the sentences:

| | |
|---|---|
| rà·́ fún mī | 'buy it for me (using your money)' |
| bá mī rà·́ | 'buy it for me' ('join me buy it') (source of money unspecified) |

In translating the verb *bá*, a good first approximation in English is 'to join someone in doing something.'

2. *tī* as an indicator of tense/aspect.

In the sentence: mō tī jẹ̄ àkàrà 'I have eaten cake'

the particle *tī* is a tense indicator which is frequently translated into English, as in this example, with the present perfect tense. Another example of the use of this element is found in:

ó tī pẹ́ tí... 'it has been delayed that...'

Some time expressions that are commonly used with this tense are:

| | |
|---|---|
| nígbâ nǎà | 'at that time' |
| lọ́jọ́ náà | |
| lánǎ | |
| kí ōtó lọ̄ˇ wẹ̀ | 'before he went to swim' |

Inspection of these time expressions indicates that the correspondence between Yoruba *tī* plus verb and English present perfect tense is by no means complete. It is best to think of *tī* as adding to the verb the meaning of completed action. In fact, verbs that are preceded by *tī* are often followed by a second verb *tán* 'to come to completion.'

The element *tī* 'completed action' is of course unrelated to *tí* (Unit 35, Note 2).

3. Tone change on the last syllable of a clause used as the subject of a verb.

In the sentence:

mō tī jàkàrà|tī pẹ́ 'it's been a long time since I've eaten cake'

the word which in its basic form is *jàkàrà* appears with the tones *jàkàrǎ*. Here, the entire clause *mō* *tī* *jàkàrà* 'I have eaten cake' is serving as the subject of the verb phrase tī pé. Like a noun or noun phrase (see Notes, Unit 20), its final tone in this position must be high or rising. That is to say, the juncture which we have symbolized by I occurs also between a clause and the verb of which it functions as the subject.

4. náà as a translation of 'also'

In the sentences:

| | |
|---|---|
| rā àkàrà nǎà | 'buy cake also' |
| pópó òjǒ àtī èmī náà | 'Popo, Ojo and I' |

the element náà, which has usually been translated as 'the,' corresponds to 'also' in the English equivalents of these phrases.

C. Exercises.

1. Examples of the use of bá with other verbs.

| | | |
|---|---|---|
| sọ́jâ | wá· bá mī lọ̄ sọ́jâ | 'come to the market with me' |
| kí | wá· bá mī lọ̄· kí▾ | 'come with me to greet him' |
| ṣīṣẹ́ | wá· bá mī ṣīṣẹ́ | 'come help me' |
| ṣē | lọ̄ bá mī ṣē· | 'go do it for me' |
| bōmī | bá mī bōmī fún▾ | 'dip him some water for me' (i.e. on my behalf) |
| jó | wá· bá wā jó | 'come dance with us' |
| āpò | bá▾ kó āpò yǐ | 'help him collect these sacks' |

2. Clauses with tī vs. clauses without tī.

| | | |
|---|---|---|
| a. | 'has he arrived?' | 'what time did he arrive?' |
| dé | ṣó tī dé | láāgō mélǒ ló dé |
| lọ̄ | ṣó tī lọ̄ | láāgō mélǒ ló lọ̄ |

| | | |
|---|---|---|
| kọ́wě | ṣó kọ́wé▾rẹ̀ tǎn | lá̄gō mélǒ ló kọ́wé▾rẹ̀ tǎn |
| nārā | ṣó tī nārā tán | lá̄gō mélǒ ló nārā tán |

b. 'have you sent [word] to him?' 'who sent [word] to him?'

| | | |
|---|---|---|
| ránṣẹ́ | ṣ́ō tī ránṣẹ́ sí▾ | tālọ́ ránṣẹ́ sí▾ |
| fọ̄ṣọ̄ | ṣ́ō tī fọ̄ṣọ̄̀mī tán | tālọ́ fọ̄ṣọ̄̀mī |
| āgbádá | ṣ́ō tī rán āgbádá yǐ tán | tālọ́ rán āgbádá yǐ |

3. ó tī pẹ́ tí....

| | 'it has been long since I ate cake' | 'when did you eat it?' |
|---|---|---|
| jẹ̄ | ó tī pẹ́ tí mō tī jàkàrà | nígbâ wō l▾ō jẹ̄́ |
| rí | ó tī pẹ́ tí mō tī rí āyọ̀ | nígbâ wō l▾ō rí▾ |
| lọ̄ | ó tī pẹ́ tí mō tī lọ̄ sí ṣọ́ọ̽sì | nígbâ wō l▾ō lọ̄ síbệ |
| fọ̀ | ó tī pẹ́ tí mō tī fọ̄ṣọ̄̀mī | nígbâ wō l▾ō fọ̀́ |

## UNIT 38

A. BASIC DIALOGUE: 'Do you know our house?'

A

| | | |
|---|---|---|
| ǹjẹ̌ ō mọ̄ Īlé▾wā | Njẹ o mọ ile wa? | Do you know our house? |

B

| | | |
|---|---|---|
| mō mọ̀́ | Mo mọ̀ ọ. | Yes, I do. |

A

| | | |
|---|---|---|
| Ībẹ̀ | | there |
| ọ̀lā | | tomorrow |
| wá síbệ lọ̌lá | Wa si ibẹ ni ọ̀la. | Come there tomorrow. |

| | | |
|---|---|---|
| | B | |
| āāgō | | hour, clock |
| láāgō mélǒ | Ni ãgo melo? | At what time? |
| | A | |
| ààbọ̀ | | half |
| āāgō ka̍n ààbọ̀/láāgō ka̍n ààbọ̀ | Ãgo kan/Ni ãgo kan ãbo. | At 1:30. |
| | B | |
| rētí | | to expect |
| ẹ̄ máā rētíˋmī<br>or: ẹ̄rētíˋmī | Ẹ ma reti mi. | Expect me. |

B. NOTES

1. The particle má▾/mā▾.

Compare the sentences:

| | |
|---|---|
| ẹ̄ máā rētíˋmī lâárộ | 'expect me [sometime] in the morning' |
| ẹ̄ rētíˋmī lâárộ | 'expect me in the morning [not in the afternoon]' |

The particle máā (or māā) is used to indicate that an action is diffuse in time. The above examples provide a contrast between a sentence with this particle and a sentence without it. Other uses of this particle will be illustrated in later units.

2. Hours and half-hours.

Compare the expressions:

| | |
|---|---|
| āāgō ka̍n | 1:00 |
| āāgō ka̍n ààbọ̀ | 1:30 |
| āāgō méjǐ ààbọ̀ | 2:30 |

Hours and half hours are expressed according to the formula:

āāgō + ka̍n ± ààbọ̀ ± àárộ
méjî ọ̀sǎn
mẹ́ta̍ ìrọ̀lẹ̌
etc. ālẹ́

The word ọ̀sǎn by itself means either 'noon' or 'afternoon.' The words for 'eleven' and 'twelve' are given in the exercises.

3. Times of day.

Compare the expressions:

| | |
|---|---|
| láāgō méjī̽ òòrū | at 2 a.m. |
| láāgō méjī̽ ọ̀sǎn | at 2 p.m. |
| láāgō mẹ́wǎ âárộ | at 10 a.m. |

The words àárộ, ọ̀sǎn, òòrū etc. follow the numeral, and are without ní or its variant form l´.

C. Exercises.

1. Hours of the day.

| | | | | |
|---|---|---|---|---|
| 1 | a.m. | | ka̍n | |
| 2 | a.m. | | méjî | òòrū |
| 3 | a.m. | láāgō | mẹ́ta̍ | |
| 5 | a.m. | | márǔn | |
| 6 | a.m. | | mẹ́fâ | |
| 7 | a.m. | | méje̍ | |
| 8 | a.m. | láāgō | mẹ́jọ̍ | |
| 9 | a.m. | | mẹ́sǎn | àárộ |

| | | |
|---|---|---|
| 10 a.m. | mẹ́wǎ | |
| 11 a.m. | mọ́kânlǎ | |
| Noon | méjîlǎ | |
| 1 p.m. | ka̍n | |
| 2 p.m. | méjî | ọ̀sǎn |
| 3 p.m. | mẹ́ta̍ | |
| 4 p.m. | mẹ́ri̍n | |
| 5 p.m. | márǔn | |
| 6 p.m. | mẹ́fâ | ìrọ̀lẹ̌ |
| 7 p.m. | méje̍ | |
| 8 p.m. | mẹ́jọ̍ | ālẹ́ |

2. mẹ́ta̍    ā rētí`rẹ̄ láāgō mẹ́ta̍    ōdé láāgō mẹ́ta̍ ààbọ̀
'we expected you at 3:00'    'you arrived at 3:30'
→ (8:00, 9:00, 10:00, 11:00, noon, 1:00, 2:00, etc.)

3. máā vs. má (negative particle).

| | 'come on!' | | 'don't come' |
|---|---|---|---|
| bọ̀ | ẹ̄ máā bọ̀ | 'come on!' | ẹ̄ má wǎ |
| jẹ̄ūn | ẹ̄ máā jẹ̄-ūn | 'go on eating' | ẹ̄ má jẹ̍-ūn |
| ṣīṣẹ́ | ẹ̄ máā ṣīṣẹ́ | 'go on working' | ẹ̄ má ṣi̍ṣẹ́ |
| mūmī | ẹ̄ máā mūmī púpộ | 'drink lots of water' | ẹ̄ má mu̍mī púpộ |
| sùn | ẹ̄ máā sùn lọ̌sǎn | 'take a nap in the afternoon' | ẹ̄ má sûn lọ̌sǎn |

## UNIT 39

A. BASIC DIALOGUE: 'Sit down. We'll be right back.'

| | | |
|---|---|---|
| | A | |
| ẹ̄ k·́àsǎn ō | Ẹ ku àsan o. | Good afternoon. |
| | B | |
| ō▾ | Oo. | (Reply.) |
| | A | |
| jókǒ | | sit down |
| bọ̀ | | come back |
| jókǒ ā ḿbộ<br>or: à m̌bộ | Joko, a mbọ̀. | Sit down, we'll be right back. |
| fẹ́rệ | | almost |
| sè | | cook |
| ōńjẹ̄ | | food |
| tán | | to be completed, finished |
| wọ́n fẹ́rệ\|sē ōńjẹ̄ tán | Nwọn fẹ se onjẹ tan. | The food is about ready. ('They are almost finished cooking food') |
| wọ̄n kò mọ̀ pě yió pẹ̌ | Nwọn ko mọ̀ pe yio pẹ. | They didn't know that the food would be late. |
| | B | |
| jù | | too, excessively |
| kò tǐ·pẹ̌ jû | Kotĩ pẹ ju. | It is not too late. |

A

| | | |
|---|---|---|
| fọ̄wọ́ nû | Fọ ọwọ nu. | Wash your hands. |

B. NOTES

1. The particle jù.

Compare these sentences:

| | |
|---|---|
| ó tī pẹ́ jû | 'it's too late' |
| ó gu̽n jù | 'it is too long' |
| mō sùn jù | 'I overslept' |

The dependent verb jù corresponds roughly to English 'too' in the sense of 'too much' or 'too many.' It follows some other verb or verb phrase.

2. Negative counterparts of affirmative verbs with tī.

In the sentences:

| | |
|---|---|
| kò tǐˋpẹ̌ jû | 'it is not too late' |
| kò tǐˋdě | 'he hasn't arrived' |

we find the element tíì, which stands between the negative particle kò and the stem of the verb. If we like, we may say that the tense particle with which we are dealing has two forms, tíì (used after kò) and tī (used in other positions).

3. The word fẹ́rệ ~ fẹ́ẹ̀.

| | |
|---|---|
| ó fẹ́ẹ̀ I dé | 'he is about to arrive' |
| ó fẹ́ẹ̀ I kọ̀wéˉrẹ̀ tǎn | 'he has almost finished his writing' |

The word fẹ́rệ, which usually occurs in the contracted form fẹ́ẹ̀, seems always in sentences to be followed by ǃ. That is to say, it is pronounced fệˊ. This is one of the few cases in which ǃ occurs elsewhere than between noun subject and verb. When a noun subject precedes fẹ́rệ, then ǃ occurs both between the subject expression and fẹ́rệ, and also between fẹ́rệ and the verb.

| | |
|---|---|
| bàbǎ ꜜmīǃfẹ́ẹ̀ ǃ dé | 'my father is about to arrive' |

C. Exercises.

1. jù. (1-2, 1-3, 2-3)

| | 'I ate too much' | 'I did too' |
|---|---|---|
| jẹ̄ | mō jẹ̄-ūn jù | èmī náàǃjẹ̄-ūn jù |
| pẹ́ | mō pẹ́ jû | èmī náàǃpẹ́ jû |
| mū | mō mūtí jû | èmī náàǃmūtí jû |
| sùn | mō sùn jù | èmī náàǃsǔn jù |
| kàwě | mō kàwě jû | èmī náàǃkâwě jû |

2. tī tense: affirmative vs. negative. (1-2, 1-3, 2-3)

| | 'has he gone to Ikoyi?' | 'he hasn't gone' |
|---|---|---|
| lọ̄ | ṣó tī lọ̄ síkôyǐ | kò tǐìlọ̄ |
| jẹ̄-ūn | ṣó tī jẹ̄-ūn | kò tǐìjẹ̄-ūn |
| pārí | ṣó pārísẹ́ꜜrẹ̀ | kò tǐìpārí |
| dé | ṣó tī dé | kò tǐìdě |
| pè | ṣó tī pè yǐn | kò tǐìpè wǎ |
| kọ̄já | ṣó tī kọ̄já | kò tǐìkọ̄já |

3. fẹ́ẹ̀ ǐ.

| | 'he is about to go swimming' | 'when will he go swimming?' |
|---|---|---|
| lọ̄ | ó fẹ́ẹ̀ ǐ lọ̄▾ wẹ̀ | nígbâwō nī yió lọ̍-wẹ̀ |
| dé | ó fẹ́ẹ̀ ǐ dé | nígbâwō nī yió dě |
| nārā | ó fẹ́ẹ̀ ǐ nārā tán | nígbâwō nī yió na̍rā tán |
| kọ̄já | ó fẹ́ẹ̀ ǐ nārā kọ̄já | nígbâwō nī yió kọ̍já |
| pè | ó fẹ́ẹ̀ ǐ pē ọ̄mọ̄ | nígbâwō nī yió pe̍ ọ̄mọ̄ |

## UNIT 40

A. BASIC DIALOGUE: 'It is pounded yam you prepared.'

A

| | | |
|---|---|---|
| īyán | | pounded yam |
| gún | | pound, pierce |
| īyán l▾ẹ̄ gún | Iyán ni ẹ gun. | It is pounded yam you prepared. |

B

| | | |
|---|---|---|
| tàbǐ | | or |
| tàbǐ ẹ̄: fẹ̌ | Tabi ẹ ko fẹ? | (Or) don't you like it? |

A

| | | |
|---|---|---|
| mō fẹ́ | Mo fẹ. | [Yes], I do. |
| mà | | (exclamatory particle) |
| ẹ̄rān | | meat |
| pọ̀ | | to be abundant |

| | | |
|---|---|---|
| ẹ̄rān yǐłpọ̀ jù | Ẹran yi ma pọ̀ ju! | This is too much meat! |
| īlá | | okra |
| tún | | to do again |
| ọ̄bẹ̀ īlá tún nī | Ọbẹ̀ ila tun ni! | There's also okra soup!<br>There's okra soup again! |
| | B | |
| ṣ́ẹ̄ fẹ́ˇ | Ṣe ẹ fẹ ẹ? | Would you like some? |
| | A | |
| mō fẹ́ˇ | Mo fẹ ẹ. | I would. |
| | B | |
| yó | | to be satisfied with food |
| jẹ̄-ūn yó dáādáā | Jẹun yo dãdã. | Eat your fill. |
| | A | |
| ẹ̄ ṣé púpộ | Ẹ ṣe pupọ. | Thank you very much. |

B. NOTES

1. Emphatic mà.

In the sentence

ẹ̄rān yǐłmà pọ̀ jù 'this is really too much meat!
('This meat indeed abounds too much!')

we find the particle mà. The use of this particle will not be made a matter of drill in this book, but the student should recognize it both for its own sake and to avoid confusion with má (negative), máā ~ māā (habitual) and mọ́ '(not) again'. mà is used to express strong surprise or emphasis; in sentences which contain mà, the tones at the end of the sentence are sometimes modified, apparently for the same purpose. For details, see Abraham, Dictionary of Modern Yoruba, p.415.

2. yó 'be sated.'

In the sentences

| | |
|---|---|
| jẹ̄-ūn yó dáādáā | 'eat your fill' |
| mō yó dáādáā | 'my appetite is satisfied' |

we find the verb yó, which means 'to be or become satisfied or full with respect to the quantity of food or drink.' Note that this verb may either be used alone or it may follow another verb (usually jẹ̄ or mū). In normal speech, the future particle which we have spelled yió is pronounced like this verb stem, spelled yó. The difference in spelling is established in standard Yoruba orthography, however.

3. tún plus verb.

| | |
|---|---|
| ōbẹ̀ īlá tún nī | 'there is also okra soup'<br>'there is okra soup again' |
| āó tǔn lọ̄ lọ́la̍ | 'we will go again tomorrow' |
| mō tún pè́ | 'I called him again' |

The verb tún, used before another verb, corresponds to English 'again.'

4. Alternative ways of expressing the negative of repeated action.

| | |
|---|---|
| n̄ kò tǔn lọ̄ síbệ | 'I didn't go there again' |
| n̄ kò lọ̄ síbệ mọ̌ | |
| n̄ kò tǔn lọ̄ síbệ mọ̌ | |

In negative sentences of repeated action, one may use either tún before the main verb, or mọ́ after the verb, or both.

C. Exercises.

1. tún + verb, future tense. (1-2, 2-3, 1-2-3)

| | 'I went there yesterday' | 'will you go there again tomorrow?' |
|---|---|---|
| lọ̄ | mō lọ̄ síbệ lǎnǎ | ṣé ōˊ tǔn lọ̄ síbệ lọ̌la̍ |
| rí | mō rí▾ lánǎ | ṣé ōˊ tǔn rí▾ lọ́la̍ |
| ṣīṣẹ́ | mō ṣīṣẹ́ lánǎ | ṣé ōˊ tǔn ṣīṣẹ́ lọ́la̍ |
| bá | mō bá wọ̄n ṣīṣẹ́ lánǎ | ṣé ōˊ tǔn bá wọ̄n ṣīṣẹ́ lọ́la̍ |

2. tún + verb, past tense. (1-2, 2-3, 1-2-3)

| | 'they danced in the afternoon' | 'they danced again in the evening' |
|---|---|---|
| jó | wọ́n jó lọ́sǎn | wọ́n tún jó nírộlẹ̌ |
| mū | wọ́n mū kọ̄fí lọ́sǎn | wọ́n tún mū kọ̄fí nírộlẹ̌ |
| pè | wọ́n pê wǎ lọ́sǎn | wọ́n tún pê wǎ nírộlẹ̌ |
| nārā | wọ́n nārā lọ́sǎn | wọ́n tún nārā nírộlẹ̌ |
| wẹ̀ | wọ́n wệ lọ̌sǎn | wọ́n tún wệ nǐrộlẹ̌ |

3. Alternative negatives of repeated action. (1-2, 1-3, 2-3, 3-2)

| | 'don't go there again' | |
|---|---|---|
| lọ̄ | má tǔn lọ̄ síbệ | má lọ̍ síbệ mọ̌ |
| sē | má tǔn sē túwó | má se̍ túwó mọ́ |
| gbàgbě | má tǔn gbâgbě | má gbâgbě mọ́ |
| wọ̀ | má tǔn wọ̄lé | má wọ̍lé mọ́ |
| yà | má tǔn yâ sọ̌tǔn | má yâ sọ̌tǔn mọ́ |

## UNIT 41

A. BASIC DIALOGUE: ''I bought a mat in the market.'

| | | |
|---|---|---|
| | A | |
| ẹ̄ní | | mat |
| mō rẹ̄ní kàn lọ́jâ | Mo ra ẹni kan ni ọja. | I bought a mat in the market. |
| | B | |
| fún kínī | Fun kini? | What for? |
| | A | |
| láti máā fī sùn | Lati ma fi sùn. | To sleep on. |
| | B | |
| ṣó tóbī dáādáā | Ṣe o tobi dãdã? | Is it big enough? |
| | A | |
| kò tǒbī púpộ | Ko tobi pupọ. | It's not very big. |
| | B | |
| tó | | to amount to |
| bá'wo ló tó | Bawo ni o to? | How big is it? |
| | A | |
| ẹ̄sẹ̀ | | foot, leg |
| mẹ́rin | | four |
| ó tó ẹ̄sẹ̀ mẹ̌rin | O .to ẹsẹ̀ mẹrin. | It's four feet [long]. |
| | B | |
| rà kān fún mī | Ra ọkan fun mi. | Buy one for me. |

| | | |
|---|---|---|
| | A | |
| kó tó báwo̍ | Ki o to bawo? | How big should it be? ('that it should be how big?') |
| | B | |
| tìrẹ̄ | | your |
| kó tó tîrẹ̄ náà | Ki o to tirẹ nã. | The size of yours. |
| | A | |
| ó dáā | O dã. | O.K. |
| | B | |
| wá gbà: lọ́la̍ | Wa gba a ni ọla. | Come get it tomorrow. |
| | A | |
| ō̃ ō ṣē-ūn | Ŏ oṣeun. | All right, thank you. |

B. NOTES

1. Questions concerning quantity.

In the dialogue for this unit, we find the questions

| | |
|---|---|
| báwo̍ nī ó tó | 'how big is it?. |
| kí ó tó báwo̍ | 'how big should it be?' |

The dictionary lists 'amount to' as an English equivalent for tó. By coincidence, both Yoruba and English use in these questions of quantity the same interrogative elements (bawo?, how?) which they use in questions of manner (cf. dialogue for Unit 10).

The verb tó may also be used after some other verb such as gùn:

| | |
|---|---|
| báwo̍ nī ó gûn tǒ | 'how long is it?' |
| kí ó gûn tǒ báwo̍ | 'how long should it be?' |

Answers to these questions may be of the forms:

| | |
|---|---|
| ó gûn pǔpộ | 'it's quite long' |
| ó gûn dǐẹ̀ | 'it's not so long' |

2. Independent possessive pronouns.

In addition to the dependent possessives *ˋmī*, *ˋrẹ̄* etc., Yoruba also has a series of possessives which are separate words, and which may occur at the beginning of a sentence. These 'independent possessives' are given below, alongside their dependent counterparts:

| | | | |
|---|---|---|---|
| tèmī | ˋmī | tīwā | ˉwā |
| tìrẹ̄ | ˋrẹ̄ | tīyín | ˉyín |
| tīrẹ̀ | ˉrẹ̀ | tīwọ̄n | ˉwọ̄n |

Notice that the two sets of possessives match perfectly with respect to their tones. The vowel of the first syllable of the independent form is *i* except in the 1 sg. form.

C. Exercises.

1. Questions of quantity. (1-2, 2-3, 1-2-3)

| | 'how much of it is there?' | ('it abounds abundantly') |
|---|---|---|
| pọ̀ | báwo̍ nī ó pộ tǒ | ó pộ pǔpộ |
| → | (gùn, gbó, wọ́n, tóbī) | |

2. Questions of quantity.

| | 'how long is the rope?' | 'it is not so long' |
|---|---|---|
| ōkùn | ōkùn nǎàǀgùn tǒ báwo̍ | ó gûn dǐẹ̀ |
| ọ̄kọ̀ | ọ̄kọ̀ nǎàǀwọ́n tó báwo̍ | ó wọ́n díẹ̀ |
| āṣọ̄ | āṣọ̄ náàǀgbó tó báwo̍ | ó gbó díẹ̀ |
| āhéré | āhéré náàǀtóbī tó báwo̍ | ó tóbī díẹ̀ |
| ōyīn | ōyīn náàǀpọ̀ tǒ báwo̍ | ó pộ dǐẹ̀ |

3. Dependent vs. independent possessives. (1-2, 2-1)

| 'my cloth is long' | 'mine is long' |
|---|---|
| āṣọ̄·̀mīǀgùn | tèmīǀgùn |
| āṣọ̄·̀rẹ̄ǀgùn | tìrẹ̄ǀgùn |
| āṣọ̄▾rẹ̀ǀgùn | tīrẹ̀ǀgùn |
| āṣọ̄▾wāǀgùn | tīwāǀgùn |
| āṣọ̄▾yínǀgùn | tīyínǀgùn |
| āṣọ̄▾wọ̄nǀgùn | tīwọ̄nǀgùn |

4. Dependent possessive pronouns as subjects with and without tone change.

| | a. 'ours is cheap' | 'what about yours?' | 'ours is not cheap' |
|---|---|---|---|
| dínwó | tīwāǀdínwó | tīyínǀńkọ́ | tīwā kò dǐnwó |
| gbó | tīwāǀgbó | | tīwā kò gbǒ |
| gùn | tīwāǀgùn | | tīwā kò gùn |
| pọ̀ | tīwāǀpọ̀ | | tīwā kò pọ̀ |

| | b. 'theirs is good' | 'what about his?' | 'his is not good' |
|---|---|---|---|
| dárā | tīwọ̄nǀdárā | tīrẹ̀ǀńkọ́ | tīrẹ̀ kò dǎrā |
| wọ́n | tīwọ̄nǀwọ́n | | tīrẹ̀ kọ̀ wọ̌n |
| tóbī | tīwọ̄nǀtóbī | | tīrẹ̀ kò tǒbī |
| pọ̀ | tīwọ̄nǀpọ̀ | | tīrẹ̀ kò pọ̀ |
| wà | tīwọ̄nǀwà nǐbí | | tīrẹ̀ kò wà nǐbí |

## UNIT 42

### A. BASIC DIALOGUE: 'How much is your cloth?'

| | | |
|---|---|---|
| | A | |
| èlǒ lāṣọ̄ˇyín | Ẹ̀lo ni aṣọ yin? | How much is your cloth? |
| | B | |
| ṣílê mǎrǔn nī | Ṣilè marun ni. | It is five shillings. |
| | A | |
| ṣílê mẹ̌rinIńkọ́ | Ṣile mẹrin nkọ? | How about 4 shillings? |
| | B | |
| kò gbà/rárá kô gbà<br>/rárá kó gbà | Ko gba/Rara ko gba. | Not for that price.<br>('it doesn't take') |
| | A | |
| ẹ̄ tàˊ fún mī | Ẹ tà fun mi. | Sell it to me. |
| | B | |
| mówówá | Mu owo wa. | ('Bring money') |
| | A | |
| ṣẹ́ńjî<br>ṣẹ́ńgî | | change |
| ẹ̄ fún mī ní ṣẹ́ńgî | Ẹ fun mi ni ṣẹngi. | Give me change. |
| | B | |
| élǒ lˇō ní | Ẹ̀lo ni o ni? | How much do you have? |

A

| | | |
|---|---|---|
| mẹ́wǎ | | ten |
| ṣílê mẹ̌wǎ nī | Ṣıle mẹwa nı. | Ten shıllıngs. |

B

| | | |
|---|---|---|
| ṣẹ́ńgîˋrẹ̄ nìyǐ | Ṣẹngı rẹ nıyı. | [Here] (thıs) ıs your change. |

B. NOTES

1. The numbers form 11-30.

The numberıng system of Yoruba ıs dıfferent from that of most languages, as wıll be evıdent from an examınatıon of these forms:

| | | |
|---|---|---|
| ṣílê mọ́kânlǎ | 11 | s. ('one ın addıtıon to 10') |
| méjîlǎ | 12 | |
| mẹ́tâlǎ | 13 | |
| mẹ́rînlǎ | 14 | |

So far, so good. The form lǎ ıs explaıned by Abraham as a shortened form of lé ẹ̀wǎ 'ıs addıtıonal to 10.' Notıce however that the second syllable of each of these forms--the syllable that stands for '1,' '2,' '3,' or '4'--has fallıng tone, regardless of ıts tone ın other numbers. Now for a swıtch:

| | | |
|---|---|---|
| (m)ẹ́ˋdǒgún/márǔn dínlógún | 15 | ('5 less [than] 20') |
| mẹ́rîn dǐnlógún | 16 | |
| métâ dǐnlógún | 17 | |
| méjî dǐnlógún | 18 | |
| mọ́kân dǐnlógún | 19 | |
| ōgún | 20 | |

| | | |
|---|---|---|
| mọ́kận lélógún | 21 | ('one in addition to 20') |
| méjî lélógún | 22 | |
| mẹ́tâ lélógún | 23 | |
| mẹ́rîn lélógún | 24 | |
| mẹ́ˋdọ́gbộn/márǔn dínlọ́gbộn | 25 | ('5 less [than] 30') |
| mẹ́rîn dínlọ́gbộn | 26 | |
| mẹ́tâ dínlọ́gbộn | 27 | |
| méjî dínlọ́gbộn | 28 | |
| mọ́kân dínlọ́gbộn | 29 | |
| ọ̄gbọ̀n | 30 | |
| mọ́kận lélọ́gbộn | 31 | |

The key to the Yoruba number system as far as we have gone is the fact that the roots for 6 - 9 are not used in numbers over 10. Instead, the roots for 1-5 are added (lé) or subtracted (dín) from ní followed by the nearest multiple of ten. (The naming of the multiples of ten will concern us in a later unit.)

### C. Exercises.

1. Which member of each pair of numbers is the larger? (2-10)

2 - 4 : 4
2 - 3 : 3
4 - 3 : 4
3 - 5 : 5
5 - 2 : 5
4 - 5 : 5
6 - 5 : 6
5 - 3 : 5
6 - 2 : 6

4 - 6 : 6
7 - 8 : 8
6 - 8 : 8
8 - 5 : 8
8 - 6 : 7
8 - 3 : 8
8 - 9 : 9
7 - 9 : 9
9 - 6 : 9

8 - 10 : 10
10 - 7 : 10
4 - 9 : 9
8 - 2 : 8
10 - 9 : 10
5 - 10 : 10
10 - 5 : 10
6 - 9 : 9
8 - 3 : 8

3 - 6 : 6
6 - 7 : 7
5 - 7 : 7
7 - 4 : 7

5 - 4 : 5
7 - 4 : 7
9 - 8 : 9
9 - 10 : 10

4 - 7 : 7
10 - 2 : 10
7 - 6 : 7
2 - 4 : 4

2. Which member of each pair of numbers is the larger? (11-19)

11 - 12 : 12
11 - 13 : 13
13 - 12 : 13
13 - 14 : 14
11 - 14 : 14
14 - 12 : 14
14 - 13 : 14
13 - 11 : 13
14 - 15 : 15
13 - 15 : 15
15 - 12 : 15

14 - 11 : 14
15 - 16 : 16
14 - 16 : 16
16 - 13 : 16
11 - 15 : 15
14 - 13 : 14
16 - 17 : 17
15 - 17 : 17
17 - 14 : 17
16 - 15 : 16
17 - 11 : 17

17 - 13 : 17
16 - 14 : 16
13 - 17 : 17
17 - 18 : 18
16 - 18 : 18
18 - 15 : 18
12 - 18 : 18
14 - 16 : 16
18 - 12 : 18
14 - 15 : 15
18 - 19 : 19

17 - 19 : 19
19 - 16 : 19
18 - 17 : 18
16 - 15 : 16
11 - 19 : 19
14 - 16 : 16
19 - 11 : 19
12 - 18 : 18
17 - 13 : 17
15 - 14 : 15
18 - 13 : 18

3. Which member of each pair of numbers is the larger? (15-24)

20 - 21 : 21
20 - 22 : 22
20 - 23 : 23
20 - 24 : 24
22 - 20 : 22
24 - 20 : 24
21 - 19 : 21
19 - 21 : 21
22 - 18 : 22
18 - 22 : 22

17 - 23 : 23
23 - 17 : 23
16 - 24 : 24
24 - 16 : 24
18 - 23 : 23
21 - 17 : 21
15 - 24 : 24
19 - 23 : 23
22 - 15 : 22
17 - 23 : 23

22 - 18 : 22
21 - 19 : 21
16 - 24 : 24
23 - 17 : 23
24 - 16 : 24
19 - 21 : 21
18 - 22 : 22
15 - 16 : 16
17 - 16 : 17
23 - 24 : 24

4. Which member of each pair of numbers is the larger? (20-30)

20 - 30 : 30
29 - 30 : 30
28 - 30 : 30
28 - 29 : 29
22 - 28 : 28
23 - 27 : 27
26 - 24 : 26
25 - 26 : 26
21 - 29 : 29
30 - 20 : 30

27 - 23 : 27
26 - 27 : 27
26 - 25 : 26
26 - 24 : 26
28 - 22 : 28
21 - 29 : 29
22 - 28 : 28
24 - 26 : 26
23 - 27 : 27
28 - 23 : 28
24 - 25 : 25

5. Which member of each pair of numbers is the larger? (1-30)

3 - 13 : 13
2 - 22 : 22
26 - 4 : 26
16 - 4 : 16
16 - 26 : 26
15 - 25 : 25
27 - 17 : 27
10 - 20 : 20
10 - 30 : 30
18 - 28 : 28
11 - 19 : 19

29 - 21 : 29
29 - 19 : 29
17 - 27 : 27
17 - 13 : 17
17 - 23 : 23
14 - 24 : 24
24 - 26 : 26
16 - 24 : 24
26 - 16 : 26
11 - 29 : 29
19 - 11 : 19

19 - 29 : 29
14 - 17 : 17
8 - 13 : 13
2 - 5 : 5
6 - 7 : 7
9 - 14 : 14
27 - 14 : 27
26 - 10 : 26
15 - 18 : 18
11 - 25 : 25
30 - 20 : 30

## UNIT 43

A. BASIC DIALOGUE: 'I want to buy another one.'

| | | |
|---|---|---|
| | A | |
| mō tún fẹ́ˊ râ kān sí˅ | Mo tun fẹ ra kan sı ı. | I want to buy another one. ('I again want to buy one [ın reference] to ıt') |
| ṣ́ówó˅rẹ̀ kò wọ̌n | Ṣe owo rẹ kò wọ́n? | Is ıt not hıgh?. ('Isn't ıts money expensıve?') |
| | B | |
| kò wọ̌n/rárá kò wọ̌n | Ko wọn/Rara kò wọ́n. | Not (expensıve) at all. |
| ṣílê kạ̄n ààbọ̀ nī | Ṣıle kan ā̃bọ̀ nı. | It's 1/6. |
| | A | |
| m̀á sān ṣílê kān | Mã́ san ṣıle kan. | I'll pay 1 shıllıng. |
| | B | |
| kò gbà | Rara kò gbà. | Not for that prıce. ('No. It does not take.') |
| | A | |
| ājé ō | Aje o. | (I wısh you luck ın makıng profıt on your sales, even though I won't buy ıt at that prıce.) |

B. NOTES

1. The tens from 40-200.

The English system of counting is thoroughly decimal. There is a separate word for every number through 10, and a separate word for 10 x 10, but the intervening words (except for 'eleven,' twelve') are combinations of these: 'thirteen' contains special forms of the elements '3' and '10,' while 'thirty' contains a different form of the element '10.'

The number system of Yoruba is much less consistent, but it is partly decimal (i.e. built on the concept of '10') and partly vigesimal (i.e. built on the concept of '20'). It is decimal in the following respects:

1) there are separate roots for 1-10, but 11-19 are composed of combinations of these roots with others.

2) addition or subtraction of 1, 2, 3, 4 or 5 is with reference to the nearest multiple of 10.

3) there is a separate root for 10 x 20 (but none for 10 x 10).

The Yoruba numbering system is vigesimal in the following respects:

1) there is a separate root for '20.'

2) there is a separate root for 10 x 20 (and none for 10 x 10).

3) the tens from 40-180 are named with respect to multiples of 20:

| | | |
|---|---|---|
| ōgójî | 40 | (ōgún èjì 'two 20's') |
| à·́dọ́ta̍ | 50 | (à·́dín ọgọ́tā '10 from 3 x 20') |
| ọ̄gọ́ta̍ | 60 | (i.e. 'three 20's') |
| à·́dọ́ri̍n | 70 | |

| | | | |
|---|---|---|---|
| | ọ̄gọ́ri̍n | 80 | |
| | à·́dọ́rǔn | 90 | |
| | ọ̄gọ́rǔn | 100 | (i.e. 5 x 20) |
| | à·́dọ́fâ | 110 | |
| | ọ̄gọ́fâ | 120 | (i.e. 6 x 20) |
| | à·́dóje̍ | 130 | |
| | ōgóje̍ | 140 | |
| | à·́dọ́jọ̍ | 150 | |
| | ọ̄gọ́jọ̍ | 160 | |
| | à·́dọ́sǎn | 170 | |
| | ọ̄gọ́ɜǎn | 180 | |
| à·́dọ́wǎ or: | Īgbá dínmẹ́wǎ | 190 | |
| ọ̄gọ́wǎ or: | Īgbā | 200 | |

2. The modern terms for Nigerian currency.

| | |
|---|---|
| éípīnì | 1/2 d |
| kọ́bộ | 1 d |
| kọ́bộ mějî | 2 d |
| tọ́rọ́ | 3 d |
| kọ́bộ mẹ̌ri̍n | 4 d |
| sísî | 6 d |
| ná-ín | 9 d |
| ṣílê | 1 s |
| pọ́-ùn | £ 1 |

Note that ààbọ̀ 'half' has different monetary value where it follows shillings and when it follows pence:

kọ́bộ mějî ààbọ̀ 2 1/2 d
ṣílê mějî ààbọ̀ 2 s 6 d

(An older system, based on cowries, is still in use by older people, but it will not be discussed here because the modern system is at least understood by practically everyone.)

C. Exercises.

1. Which member of each of the following pairs is larger?

40 - 60 : 60
60 - 80 : 80
40 - 80 : 80
60 - 40 : 60
80 - 60 : 80
80 - 100 : 100
100 - 120 : 120
100 - 80 : 100

120 - 80 : 120
120 - 140 : 140
100 - 140 : 140
120 - 80 : 120
140 - 100 : 140
60 - 120 : 120
140 - 160 : 160
160 - 180 : 180

180 - 160 : 180
140 - 180 : 180
140 - 160 : 160
180 - 120 : 180
160 - 120 : 160
140 - 80 : 140
140 - 40 : 140
180 - 200 : 200

2. 50 - 70 : 70
70 - 90 : 90
90 - 70 : 90
70 - 50 : 70
30 - 50 : 50
50 - 30 : 50
30 - 20 : 30
20 - 70 : 70
70 - 90 : 90

90 - 110 : 110
110 - 130 : 130
130 - 90 : 130
110 - 90 : 110
130 - 150 : 150
150 - 170 : 170
170 - 90 : 170
170 - 150 : 170
170 - 190 : 190

190 - 170 : 190
190 - 150 : 190
70 - 150 : 150
110 - 50 : 110
200 - 30 : 200
170 - 130 : 170
90 - 70 : 90
50 - 130 : 130
90 - 110 : 110

3\.
20 - 30 : 30
30 - 40 : 40
40 - 50 : 50
50 - 60 : 60
60 - 30 : 60
60 - 50 : 60
70 - 60 : 70
50 - 60 : 60
130 - 140 : 140
140 - 150 : 150
90 - 100 : 100
110 - 100 : 110
70 - 80 : 80
90 - 80 : 90
170 - 180 : 180
190 - 180 : 190

4. Give the following in Yoruba.

2 d
4 d
6 d
7 d
9 d
11 d

1 s
3 s
5 s
8 s
10 s
15 s

£ 1 - 10 - 0 - 30 s
£ 2 - 10 - 0 - 50 s
£ 1 - 1 - 0 - 21 s
£ 2 - 2 - 0 _ 22 s
£ 7 - 10 - 0
£ 200 -0 - 0

5\.
2 1/2 d
11 1/2 d
4 1/2 d
1/2 d
1 1/2 d

2 s 6 d
7 s 6 d
17 s 6 d
10 s 6 d
12 s 6 d

2 s 3 d
2 s 9 d
3 s 9 d
3 s 3 d
10 s 10 d

2 s 6 1/2 d
7 s 6 1/2 d
10 s 4 1/2 d
3 s 7 1/2 d
8 s 4 1/2 d

## UNIT 44

A. BASIC DIALOGUE: 'I'll be right with you.'

| | | |
|---|---|---|
| | A | |
| ọ̀rẹ̌˙mī | Ọ̀rẹ mi. | My friend! |
| | B | |
| ẹ̀n´ mò m̌bộ | Ẹn, mo mbọ̀. | Yes, I'll be right with you. |
| | A | |
| wí | | say |
| kíl˅ō wí | Kini o wi? | What did you say? |
| | B | |
| rán | | send |
| īṣẹ́ | | errand |
| mō fẹ́´rán ọ̄ níṣẹ́ | Mo fẹ ran ọ ni iṣẹ. | I want to send you [on an errand]. |
| | A | |
| īṣẹ́ ˅kínī | Iṣẹ kini? | What kind of errand? |
| | B | |
| mō fẹ́ k´ō lọ̄ sọ́jâ | Mo fẹ ki o lọ si ọja. | I want you to go to the market. |
| k´ō sì bǎmī rẹ̄rān | Ki o si ba mi ra ẹran. | To buy some meat for me. |
| | B | |
| ẹ̄rān īrú wo̍ | Ẹran iru wo? | What kind of meat? |

B

| | | |
|---|---|---|
| mààlǔù | | cow |
| ẹ̄rān▾mààlǔù | Ẹran mãlu. | Beef. |

B. NOTES

1. 'Why?'

| | |
|---|---|
| kíní ṣē tí ō lọ̄ sọ́jâ | 'why did you go to the market?' |

Corresponding to English why? questions, Yoruba has questions which consist of *kíní* *ṣē* plus *tí* plus a clause.

2. Answers to *why*-questions.

| | |
|---|---|
| mō lọ̄ sọ́jâ láti̍ rā ẹ̄rān | 'I went to the market to (go) buy meat' |
| mō lọ̄ sọ́jâ nítōrípé mō fẹ́ rā ẹ̄rān | 'I went to the market because I wanted to buy meat' |

The word *láti̍* in sentences of this kind is followed by a verb without a subject; in this respect it corresponds to English '(in order) to.'

The phrase *nítōrípé* is followed by a complete clause, including a subject; in this respect it corresponds to English 'because.'

3. Consecutive clauses with *sì*.

Compare the sentences:

| | |
|---|---|
| mō fẹ́ kí ō lọ̄ sọ́jâ kí ō sì bǎ mī rā ẹ̄rān | 'I want you to go to the market and buy me some meat.' |
| mō wẹ̀ mō sì fọ̄ṣọ̄ˋmī | 'I took a bath and washed my clothes.' |

The element sì is used in the second of two consecutive clauses. This form appears very frequently in narration and other continuous discourse.

4. Names of some kinds of edible animals.

The names of some animals whose meat is eaten by at least some Nigerians are:

| | |
|---|---|
| màalǔù or: màálû | cow |
| ẹ̄lẹ́dệ | pig |
| àgbò | ram |
| ādìẹ̄ | chicken |
| ēwúrẹ́ | goat |
| àgùtàn | sheep |
| āwó | guinea fowl |
| pẹ́pẹ́yẹ̄ | duck |

C. Exercises.

1. 'why?' and 'because.'

| | 'why did he return home?' | 'because he isn't well' |
|---|---|---|
| īlé | kíní ṣē tó pādà sǐlé | nítōrípé ārā▾rẹ̀ kò dǎ |
| wá | kíní ṣē tó pādà wǎ | |
| ībẹ̀ | kíní ṣē tó pādà sǐbệ | |
| ībí | kíní ṣē tó pādà sǐbí | |
| ìlǔ▾rẹ̀ | kíní ṣē tó pādà sǐlu̍▾rẹ̀ | |

2. Alternative forms of answers for 'why' questions.

| 'why did he go home?' | 'because he wanted to get something' |
|---|---|
| kíní ṣē tó lọ̄ sílé | nítōrípé ó fẹ́· gbā ǹkān<br>ó lọ̄ sílé láti̍ gbā ǹkān |
| kíní ṣē tó lọ̄ sódô | nítōrípé ó fẹ́· wệ<br>ó lọ̄ sódô láti̍ wẹ̀ |
| kíní ṣē tó ńlọ̄ sílé·wě | nítōrípé ó fẹ́· kọ́wě |
| kíní ṣē tó máā ńsûn lọ̌sǎn | nítōrípé ó ńṣīṣẹ́ lóru̍<br>('because he works at night') |

3. sì.

| | 'I gave them money' | 'I went there and gave them money' |
|---|---|---|
| fún | mō fún wọ̄n lówó | mō lọ̄ síbệ mō sì fǔn wọ̄n lówó |
| jó | mō jó | mō lọ̄ síbệ mō sì jǒ |
| bá | mō bá wọ̄n ṣīṣẹ́ | mō lọ̄ síbệ mō sì bǎ wọ̄n ṣīṣẹ́ |
| kà | mō kāwó náà<br>('counted the money') | mō lọ̄ síbệ mō sì kāwó náà |
| rí | mō rí▾ | mō lọ̄ síbệ mō sì rǐ▾ |
| pè | mō pè· | mō lọ̄ síbệ mō sì pè· |
| jẹ̄-ūn | mō jẹ̄-ūn | mō jẹ̄-ūn n̄ kò sì yǒ |

## UNIT 45

A. BASIC DIALOGUE: 'Buy some soup ingredients.'

| | | |
|---|---|---|
| | A | |
| k'ō rā n̄ǹkān ọ̄bẹ̀ nǎà | Ki o ra nkan ọbẹ na. | Buy some soup ingredients. |
| k'ō sì kǒ wọ̄n sílé fún mī | Ki o si kó wọn si ile fun mi. | And put them in the house for me. |
| | B | |
| ēlē'lǒ | | how much worth |
| ẹ̄rān ēlē'lǒ | Ẹran ẽlò? | How much worth of meat? |
| | A | |
| ẹ̄rān ṣílê kān ààbọ̀ | Ẹran ṣile kan ãbọ. | 1/6 worth. |
| jọ̀wọ̌ má pẹ̌ ō | Jọwọ ma pẹ o. | Please don't delay. |
| | B | |
| n̄ kò nǐ pẹ́ | Ng kò ni pẹ. | I won't be long. |

B. NOTES

1. Negative future with kò nǐ.

The sentence: n̄ kò nǐ pẹ́ 'I won't be late

contains an example of a negative future form. These forms consist of subject prefix + kò + ní + verb.

2. 'How many shillings' worth?'

| | |
|---|---|
| ẹ̄rān ṣílê kān<br>ẹ̄rān ō ní ṣílê kān | 'one shilling's worth of meat' |

The amount of anything, in terms of money, may be expressed in either of the ways illustrated above. Note that the last five syllables of the second version (i.e. ō ní ṣílê kān) happen to be homophonous with the complete statement 'you have one shilling.'

C. Exercises.

1. Negative future.

| | |
|---|---|
| n̄ kò nǐ pẹ́ | I won't be late. |
| kò nǐ pẹ́ | He won't be late. |
| kò nǐ te̽tè dě | He won't arrive early. |
| yió te̽tè dě | He will arrive early. |
| wọ̄n yió te̽tè dě | They will arrive early. |
| wọ̄n kò nǐ wọ̄kọ̀ | They won't take a bus. |
| wọ̄n kò nǐ mú sû-úrû | They won't be patient. |
| wọ̄n kò nǐ pārí īṣẹ́▾wọ̄n lọ́là | They won't finish their work tomorrow. |
| Īnú▾wọ̄n kò nǐ dûn | They won't be happy. |

2. How many shillings worth?

| | |
|---|---|
| tā ẹ̄rān ṣílê kān fún mī | Give me 1 s worth of meat. |
| tā ìrẹ̄sì ṣǐlê kān fún mī | Give me 1 s worth of rice. |
| tā īyọ̀ òyìnbǒ ṣílê kān fún mī | Give me 1 s worth of sugar. |

| | |
|---|---|
| tā ọ̀gẹ̀dẹ̀ wẹ̄ẹ̄rẹ̄ ṣílê kān fún mī | Give me 1s worth of bananas. |
| mō rā ọ̀gẹ̀dẹ̀ wẹ̄ẹ̄rẹ̄ ṣílê mějī̽ ā̽ā̽bọ̀ | I bought 2/6 worth of bananas. |
| mō rā īyọ̀ òyìnbǒ ṣílê mějī̽ ā̽ā̽bọ̀ | I bought 2/6 worth of sugar. |
| mō rā ōyīn ṣílê mějī̽ ā̽ā̽bọ̀ | I bought 2/6 worth of honey. |
| mō rā ẹ̀pà ṣǐlê mějī̽ ā̽ā̽bọ̀ | I bought 2/6 worth of groundnuts. |

## UNIT 46

A. BASIC DIALOGUE: 'My work is difficult.'

A

| | | |
|---|---|---|
| nīrā | | difficult |
| Īṣẹ́ ̀mī\|nīrā púpộ | Iṣẹ mi nira pupọ. | My work is very difficult. |

B

| | | |
|---|---|---|
| Īrú Īṣẹ́ wo̍ nī | Iru iṣẹ wo ni. | What kind of work is it? |

A

| | | |
|---|---|---|
| jẹ̄mọ́ | | involve, concern |
| Īṣẹ́ tó jẹ̄mọ́wó nī | Iṣẹ ti o jẹmọ owo ni. | Work that involves money; |
| gbōwó | | to receive money |
| āgbōwó | | cashier |
| èmī nī āgbōwó Īṣẹ́ náà | Emi ni agbowo iṣẹ na. | I am the cashier of the enterprise. |
| sānwó | | pay money |

| | | |
|---|---|---|
| ènìà | | people, person |
| mō ńsî sānwó fénīà | Mo sì nsan owo fun enia. | I also pay people. |
| pé | | complete, perfect |
| láti | | must |
| ōwó láti pé dáādáā | Owo lati pe dãdã. | The account must be correct. |

B. NOTES

1. An additional use of láti: 'must.'

ōwó láti pé dáādáā
ōwó ní láti pé dáādáā
'the money must be correct'

mō láti lọ̄
mō ní láti lọ̄
'I must go.'

These sentences contain ní láti, which generally corresponds to English 'must.' Some speakers omit the ní as illustrated above.

C. Exercises.

1. nīrā

| | |
|---|---|
| ó nīrā púpộ láti wẹ̀ lǒdô | 'It is very difficult to swim in the river.' |
| gígún īyánǀnīrā fún mī | 'The pounding of yam is difficult for me.' |
| Yōrùbǎ sísọ̄ kò nīrā | 'Speaking Yoruba is not hard.' |
| èdè òyìnbǒǀnīrā láti gbọ́ (èdè 'language') | 'It is hard to understand English.' |

2. jẹ̄mọ́

| | |
|---|---|
| ọ̀rọ̀ nǎàǀjẹ̄mọ́ īkú (ọ̀rọ̀ 'speech, word') | 'The subject of conversation was death.' |
| ōhūn tí mō wíǀjẹ̄mọ́ ìṣīrò | 'What I said related to mathematics.' |
| ìpè yǐǀjẹ̄mọ́ ìbǐnú | 'This call implies annoyance.' |
| ōhūn t´ō sọ̄ǀjẹ̄mọ́ mī | 'What you said concerns me.' |

3. ènìà

| | |
|---|---|
| ènìà mělǒ ló wâ nǐlí? | 'How many people are here?' |
| mō lè kā (àwọ̄n) ènìà mẹ̌wǎ. | 'I can count ten people.' |
| pē ènìà tǐ ō bá mộ | 'Call someone you know.' |
| ọ̄kọ̀ nǎàǀpā ènìà mẹ́ta̍. | The car killed three people.' |

4. ní láti̍

| 'the money is correct' | 'the money must be correct' |
|---|---|
| ōwó ńáàǀpé dáādáā | ōwó ńáàǀní láti̍ pé dáādáā |
| mō fé´ râ kān | mō ní láti̍ rà kān |
| ó dínwó▾rẹ̀ | ó ní láti̍ dínwó▾rẹ̀ |
| mō tà´ fún▾ | mō ní láti̍ tà´ fún▾ |
| yió wǎ gbà´ lọ́la̍ | ó ní láti̍ wá´ gbà´ lọ́la̍ |
| n̄ó se̍ ōńjẹ̄ tán | mō ní láti̍ sē ōńjẹ̄ tán |
| yió pẹ̌ | ó ní láti̍ pẹ́ |

# UNIT 47

## A. BASIC DIALOGUE: 'I am a clerk.'

A

| | | |
|---|---|---|
| kọ̀wě | | write |
| ākọ̀wě | | clerk |
| ākọ̀wě lêmī | Akọwe ni emi. | I am a clerk. |
| kììṣē īṣẹ́ ōwó | Kì i ṣe iṣẹ owo. | It isn't financial work. |
| ṣùgbọ̌n ó nīrā | Ṣugbọn o nira. | But it is difficult. |
| mójútó | | to oversee |
| mō ńmōjútó ẹrû nī | Mo nmo juto ẹru ni. | I take charge of the goods. |

B

| | | |
|---|---|---|
| īrú ẹ̄rù wō | Iru ẹrù wo? | What kind of merchandise? |

A

| | | |
|---|---|---|
| ẹ̀hìn | | back |
| ōdī | | second outer wall around town, enclosing an area used for farming during a siege |
| ẹ̀hìn ōdī | | distant parts, abroad |
| ẹ̄rù tǒ ńwọ̄lé látẹ̌hīn ōdī. | Ẹru ti o nwọle lati ẹ̀hin odi. | Imported goods from overseas. |

B

| | | |
|---|---|---|
| ā` ó yé mī | Ha! o ye mi. | Ah! I understand. |

A

| | | |
|---|---|---|
| ìjọ̄bā | | the government |
| fàyàwọ̌ | | smuggle |
| ìjọ̄bā kò fẹ̌rû ꜜfàyàwọ̌ | Ijọba ko fẹ erù fàyàwọ. | The government does not want smuggled goods. |

B. NOTES

1. Conditional *if*-clauses: *bí*... *bá*....

| | |
|---|---|
| bí ō bá tā ẹ̄rù ꜜfàyàwọ̌<br>ō´ bộ sínú ìyọ̄nū/tí ō... | 'if you sell smuggled goods,<br>you will get into trouble' |
| bí ō bá wá lọ́la̍/tí ō...<br>ō´ ríꜜ | 'if you come here tomorrow,<br>you will see him' |
| bí ō bá mọnà/tí ō...<br>júwēꜜrẹ̀ fǔn wā | 'if you know the way, please<br>describe it for us' |
| bí ó bá pẹ́ jû/tíó...<br>āó dě lọ́la̍ | 'if it is too late, we will<br>come [back] tomorrow' |
| bí ēbī bá ńpā´...<br>cf. ēbí\|ńpā´... | 'if he is hungry...<br>'he is hungry' |

The first clause in each of these sentences is of the form:

$$\left.\begin{matrix}\text{bí}\\ \text{tí}\end{matrix}\right\} + \text{subject} + \text{bá} + \text{verb}$$

The tones of *ēbī* in the last example illustrate the fact that the basic tone of a noun subject is not changed in these *bí*... *bá* clauses, as it is in an ordinary affirmative sentence. That is, the juncture **I** does not occur here.

C. Exercises.

1. Sentences containing bí... bá... clauses.

| | | |
|---|---|---|
| mō fẹ́ īyán | bí ō bá/tʼō bá fẹ́ īyán, ñó/mʼá tọ̌jú ▾ díẹ̀ | 'if you like iyán, I'll prepare some' |
| ēbī**I**ńpā mí | bí ēbī bá ńpā ọ́ jẹ̄ūn yó dáādáā | 'if you are hungry, eat your fill' |
| ōtútû**I**mú mī | bí ōtútû bá mú ọ̄, wọ̄lé | 'if you are cold, come into the house' |
| mō pẹ́ | bí ō bá pẹ́, wọ̄kọ̀ | 'if you are late, take a bus' |
| ẹ̄rān mààlúù**I** wọ́n | bí ẹ̄rān mààlúù bá wọ́n jû, rā ẹ̄jā. | 'if beef is too expensive, buy fish' |
| dínwó▾rẹ̀ | bí ọ̄ bá dínwó▾rẹ̀ ñó/mʼá ràʼ | 'if you will reduce the price, I'll buy it' |
| ẹ̄ní náà**I**tóbī | bí ẹ̄ní náà bá tóbī ñó/mʼá ràʼ | 'if the mat is big, I'll buy it' |
| ẹ̄ní yǐ**I**dárā | bí ẹ̄ní yǐ bá dárā, ñó /mʼá rā kán sí▾ lọ́lá | 'if this mat is good, I'll buy another tomorrow' |

2. mójútó

| | |
|---|---|
| mójútó ẹ̀kọ̌ʼrẹ̄ dáādáā | 'Be very careful of your lessons/education.' |
| bàbǎ náà**I**mójútó ọ̄mọ̄▾rẹ̀ | 'The father takes care of his children.' |

| | |
|---|---|
| mō mójútá àwọ̄n ālágbậṣē▾wā | 'I took care of our workers.' |
| ìyàwǒ ńmójútó àwọ̄n ọ̀rẹ̌ˋmī | ' My wife is caring for my friends.' |

3. ìjọ̄bā

| | |
|---|---|
| ìjọ̄bā náàǀfẹ́ kí àwọ̄n ènìà▾rẹ̀ sān ōwó ōrí. (ōwóōrí '(any) tax') | 'The government wants its people to pay taxes. |
| òṣìṣẹ̌ ìjọ̄bā nī ẹ̀gbọ̌nˋmī (òṣìṣẹ̌ 'worker') | 'My older brother is a government employee.' |
| ìjọ̄bā▾wāǀfún wā ní ệkọ́ ọ̀fẹ̌ (ọ̀fẹ̌ 'free of charge')' | 'Our government gives us free education.' |
| āṣōjú ìjōbā▾sàrǒ dé lánǎ (sàrǒ 'Sierra Leone') | 'The Sierra Leonian ambassador arrived yesterday.' |

4. ẹ̀hìn ōdī

| | |
|---|---|
| ẹ̀gbọ̌nˋmīǀwà ní ẹ̽hìn ōdī | 'My older brother is out of the country.' |
| ārá ẹ̽hìn ōdī nī ọ̀rẹ̌▾wā | 'Our friends are foreigners.' |
| ọ̄jà ẹ̀hìn ōdīǀpọ̀ ní ìlǔ nísīsìyǐ | 'Foreign goods are plentiful in [this] country now. |
| mō fī ìwěˋmī ránṣẹ́ sí ẹ̽hìn ōdī | 'I sent my books abroad.' |

# UNIT 48

## A. BASIC DIALOGUE: 'I'm a Foreign Service Officer.'

| | | |
|---|---|---|
| | A | |
| ṣōjú | | to represent |
| āṣōjú | | representative |
| āṣōjú lêmī | Aṣoju ni emi. | I'm a Foreign Service Officer. ('I'm a representative') |
| | B | |
| āṣōjú ìlǔwò | Aṣoju ilu wo. | A representative of what country? |
| | A | |
| āṣōjú ìlǔꜜāmẹ́ríkâ nī mí | Aṣoju ilu Amẹrica ni mi. | ...Of America. |
| tọ́jú | | to take charge of |
| mō ńtọ́jú īṣẹ́ wộnyǐ | Mo ntọju iṣẹ wọnyi: | I'm in charge of the following matters: |
| ọ̄jà àtōwó | ọja ati owo, | Trade and finance, |
| ārìnrìnàjò | arinrinajo | visitor, traveller, foreigner |
| ìròhìn | | news |
| àlàyě | | explanation |
| òkèèrè | | foreign |
| àtī àlàyě īròhìn òkèèrè. | | And explaning foreign news. |
| | B | |
| īṣẹ́ꜜrẹ̄ nīrā ó sǐ pọ̀ | Iṣẹ rẹ nira o si pọ. | Your work is difficult, and there's a lot of it. |

## B. NOTES

### 1. wọ̀n as a pluralizer with demonstratives.

| | |
|---|---|
| Īṣẹ́ wọ́nyǐ | 'these matters' |
| ọ̄mọ̄ wọ̀nyẹ̄n | 'those children' |

The pluralizer wọn, with low tone, occurs after nouns in combination with -yǐ 'this' and -yẹ̄n 'that'. It does not occur after nouns without one of the demonstratives.

### 2. Derived nouns.

The following are representative of some types of noun formation.

| a. | | Prefix | Predicate | | | |
|---|---|---|---|---|---|---|
| āṣōjú | 'representative' | ā | ṣē | 'make' | ōjú | 'eye' |
| ākọ̀wě | 'clerk' | ā | kọ̀ | 'write' | ìwě | 'book' |
| āgbōwó | 'cashier' | ā | gbà | 'take' | ōwó | 'money' |

All these nouns refer to persons.

| b. | | Prefix | | | | |
|---|---|---|---|---|---|---|
| ìbǐnú | 'anger' | ì | bí | 'to annoy' | Īnú | 'inside' |
| ìṣòwò | 'act of trade' | ì | ṣē | 'do' | òwò | 'trade' |
| ìjọ̄bā | 'government' | ì | jẹ̄ | 'ascend throne' | ọ̄bā | 'king' |
| ābǎṣīṣẹ́ | 'apprenticeship' | à | bá | 'accompany' | ṣīṣẹ́ | 'do work' |

These nouns are abstract. The noun with prefix à contains more than one verb root within its stem.

| c. | | Prefix | Noun | |
|---|---|---|---|---|
| ōnílé | 'householder' | ōní | Īlé | 'house' |
| ọ̄lọ́pǎ | 'policeman' | ōní | ọ̀pǎ | 'stick' |

| | | | | | |
|---|---|---|---|---|---|
| | ōníṣoͯwò | 'trader' | ōní | ìṣòwò | 'act of trade' |
| | ōlówó | 'a rich man' | ōní | ōwó | 'money' |
| d. | ālábǎṣīṣẹ́ | 'co-worker' | āní(< ōní) | àbǎṣīṣẹ́ | 'apprenticeship' |
| | āládǔgbô | 'neighbor' | āní(< ōní) | àdǔgbô | 'neighborhood, quarter' |
| | ēlépō | 'oil vendor' | ēní(< ōní) | ēpō | 'oil' |

In these words the first vowel of the prefix is identical with the first vowel of the stem.

| | | |
|---|---|---|
| e. | àìsùn | '(any activity which requires) lack of sleep' |
| | àìfẹ̌ | 'lack of desire' |
| | àìnǐ | 'lack of something' |
| | àìlǒwó | 'lack of money' |
| | àìlǒńjẹ̄ | 'famine' |
| | àìlǎrá | 'lack of relatives' |
| | àìmọ̀wě | 'ignorance' |
| | àìlẹ̌kọ̌ | 'lack of education' |
| | àìsānwó | 'non-payment' |

These nouns begin with àì, followed by a verb root, which may or may not be followed by a noun.

## UNIT 49

### A. BASIC DIALOGUE: 'Working late'

A

| | |
|---|---|
| Ībī | place |
| Ībīṣẹ́ | place of work |

| | | |
|---|---|---|
| mō pẹ́ níbīṣẹ́ lánǎ | Mo pẹ ni ibiṣẹ ni ana. ana. | I stayed late at work yesterday. |
| | B | |
| kílô ňṣē<br>or: kílō ńṣē | Kini o nṣe? | What were you doing? |
| | A | |
| mō fẹ́˙ pārí īṣẹ́ˋmī | Mo fẹ pari iṣẹ mi. | I wanted to finish my work. |
| īṣẹ́ náà\|wà nílệ pẹ̌ | Iṣẹ nã wà ni ilẹ̀ pẹ. | The work has been accumulating for a long time. |
| | B | |
| ràn lọ̌wọ́ | | to assist |
| ōlùràn lọ̌wọ́ | | assistant |
| kò sǐ ōlùrànlọ̌wọ́ nī | Ko si oluranlọwọ ni? | Isn't there any assistant? |
| | A | |
| ìsīnmī | | vacation, leave |
| ōlùrànlọ̌wọ́\|gbà ìsīnmī | Oluranlọwọ gba isinmi. | The assistant is on ('took') vacation. |
| tẹ̀wě | | to type, print |
| mō tẹ̀wě púpộ | Mo tẹ iwe pupọ. | I did a lot of typing. |
| rō | | to pain |
| ọ̄rùn | | neck |
| ọ̄rùn ọ̄wọ́ | | wrist |
| ọ̄rùn ọ̄wọ́ rō mí | Ọrunọwọ ro mi. | My wrists hurt (me). |

| | | |
|---|---|---|
| rẹ̀ | | to tire |
| ó tī rẹ̀ mǐ báyǐ | O ti rẹ̀ mi bayi. | So I'm tired. |
| | B | |
| pẹ̀lẹ̌ ō | Pẹlẹ o. | Sorry! |
| má ṣe̍ pārā˙rẹ̄ | Ma ṣe pa ara rẹ. | Don't kill yourself. |
| má▾ ṣē díẹ̀dǐẹ̀ | Mã ṣe diẹ diẹ. | Take it easy. ('Do little by little.') |
| | A | |
| ō ṣē-ūn | O ṣeun. | Thank you. |
| ñkò nǐ pẹ́ bẹ́ẹ̀ mọ̌. | Ng ko ni pẹ bẹ̃ mọ. | I won't stay late like that again. |
| | B | |
| àwọ̄n ālábǎṣīṣẹ́˙mīǐ pộ | Awọn alabaṣiṣẹ mi pọ. | My co-workers are numerous. |
| wọ́n ńrân mǐ lọ́wọ́ | Nwọn nran mi lọwọ. | They help me. |
| ọ̄gán | | at once |
| ā ńpārí īṣẹ́▾wā lọ́gán | A npari iṣẹ wa lọgan. | We finish our work on time. |
| kódâ | | otherwise |
| kódâ ā kìí ṣīṣẹ́ ní sátīdé | Koda, a kĩ ṣiṣẹ ni Satide. | We don't work on Saturday, either. |
| wù | | to please |
| ìyẹ̄nǐwù mǐ ō | ìyēn wû mǐ o. | That pleases me. |

The remainder of this course consists of a number of sentences chosen on the basis of their usefulness, with no restrictions on the vocabulary or the grammatical constructions which they contain. The student should range at will through these sentences, choosing those for which he feels the most urgent immediate need. Sentences selected in this way should be memorized, and the student should also try constructing new sentences and new exercises, modeled on those in the book.

Group I: Language Study.

| | | |
|---|---|---|
| 1. | Jọ̀wọ tún sọ̄. | Please, say it again. / Please repeat. |
| 2. | Ẹ̄ máā wí tệlě mī. | Repeat after me. |
| 3. | Ẹ̄ máā wí gẹ́gẹ́ bí mō tī ńsọ̄. | Say exactly as I am saying. |
| 4. | Jọ̀wọ̌ rọ̄rā sọ̀rọ̀. | Please, speak slowly ('gently') |
| | Jọ̀wọ̌ má ṣe̍ yárā sọ̀rọ̀. | Please, do not speak fast. |
| 5. | Ẹ̄ fōrí jî mǐ, n̄kò lè sọ̄ Yōrùbǎ dáādáā. | Please excuse me, I can not speak Yoruba very well. (I cannot speak Yoruba at all) |
| | Íbô | Igbo |
| | Hāúsá | Hausa |
| | Bìnī | Bini |
| | Ìbībīò | Efik |
| 6. | Mō fẹ́'rân láti̍ máā sọ̄ Yōrùbǎ, bí ō tī lẹ̀ jẹ̌ pé n̄kò lè sọ̄' dáādáā. | I like to speak Yoruba, though I can not speak it very well. |
| 7. | Ā ńkẹ́kọ̌ Yōrùbǎ lónǐ. | We are learning Yoruba today. |
| | ńṣọ̄̆tàn▾ | telling Yoruba stories |
| 8. | Gbōgbō ẹ̄bí'mīlńkọ́ Yōrùbǎ. | All my family is learning Yoruba. |
| 9. | Àwọ̄n ārá Īlẹ̀ ▾ Yōrùbǎ nī ā ḿbá gbé. | We are living with the Yorubas. ('It is the people of Yoruba land we are living with.') |

10. Ā tī ńkọ́ Èdè▾Yōrùbǎ tó
ìwọ̄n ōṣù mẹ̌tà sẹ́hîn.
(ẹ̀hìn 'back')

We have been studying Yoruba language for the past three months.

11. Ā ńkọ́ Èdè▾Yōrùbǎ fún
wákâtǐ kọ̀ọ̀kān lójō▾júmọ́.

We study Yoruba language for one hour every day.

12. Mō ńkā Yōrubǎ fún ìṣẹ̌jú díẹ̀ lálā▾lẹ́.

ìwě ǐtàn

bíbélî

ìwě ārò

ìwě ìdǎrāyá

I read Yoruba for few minutes every night.

story book/history book

Bible

poetry book(s)

comic book(s)

13. Èdè▾Yōrùbǎlyàtọ̀ sǐ Èdè▾Gẹ̀ẹ́sî.

Àgànyìn

Hāúsá

Ígbô

Pàyǎǹ

Pōtōgí

Fārān̄sé

Yoruba (language) is different from English.

Ghana

Hausa

Igbo

Spanish

Portuguese

French

14. Ó ṣôrō fún mī láti sọ̄ Yōrùbǎ dáādáā.
nīrā
kà
kọ̄
túmộ
ṣàlàyě

It is difficult for me to speak Yoruba well.
read
write
translate
explain

15 Bákān náà nī ó ṣôrō fún mī láti rántí gbōgbō ọ̀rọ̄'rẹ̀.
Likewise, it is difficult for me to remember all the Yoruba words.

16. Bẹ́ẹ̀nī mō fẹ́rân láti kọ́ èdè'Yōrùbǎ púpộ.
kà
sọ̄
kọ̄

And I like to study Yoruba language very much.
read
speak
write

17. Kò dǎ mī lójú pé mō lè kọ̌ Yōrùbǎ.
gbọ̌
rǎntí
ṣàlàyě
kọ̄

I am not certain if I am able to study Yoruba.
understand
remember
explain
write

18. Mō pīnū láti̍ kọ́ Yōrùbǎ fún ōṣù mẹ̌ta̍ sí▾.
kà ọ̀sẹ̀ mẹ̌fâ
sọ̄ ọ̄dún mẹ́ẹ̀dọ̌gbộn
kọ̄ ọ̄jọ́ méjîlǎ
wádǐ

I have decided to study Yoruba for another three months.
read six weeks
speak twenty-five years
write twelve days
investigate

Group II: School and Classroom.

19. Mō mókê / yēgē / yējē ìwě-kẹ̍fà . I passed Standard Six.
kẹ̍ri̍n Four
ka̍rǔn Five
wọ̄mī failed

20. Mō yējē ēré ìjē. I made the team.
yēgē
môkê

wọ̄mī failed to make

21. Ōlùkọ̌ ▾wā kọ̀ wǎ ní ìjẹ̄ta̍.
ālábōjútó ìjẹ̄ri̍n
bālógūn ìjārǔn
āláǩsō ìjẹ̄fà
ōlótǔ ìjẹ̄wǎ
ātọ́kûn

Our instructor did not come day before yesterday.
supervisor four days ago
captain five
director six
president ten
guide

22. Ōlùkọ̌ ▾wā yíó dě lọ́tu̍nlā.
ākòwě pādà lọ́jọ́mẹ́ri̍n
ālábōjútó jǎde̍ lọ́jọ́mẹ́wǎ
ōníṣe̽gùn àjò lógúnjọ́

Our instructor will arrive day after tomorrow.
clerk return in four days
supervisor come out ten
doctor make a trip twenty

23. Ōlùkọ̌ ˋmīǀgbọ́n púpộ — My instructor is very intelligent.

| | | | |
|---|---|---|---|
| ōlótǔ | ǀjáfáfá | The president | smart |
| bālógūn | ǀyộbọ̄ | The captain | clownish |
| | ǀfâ | | slow |

24. Mō máā ńṣē àtǔnṣē pípộ — I always make many corrections.
àròyě — do much complaining

25 Ōlùkọ̌·mīǀmáā ńyẹ̄
àtǔnṣē ˋmī wò.
My instructor always goes over
my corrections.

26. Mō ḿbéèrè ọ̀pọ̀lọ̄pò ǹkān tí kô bǎ yé mī.
ńwádǐ

I asked many things that I do not understand;
inquired about

ìběērè·mīǀsì pọ̀ — and my questions are many.
ìwǎdǐ ˋmī — inquiries

27. Nígbâ mǐrân Ōlùkọ̌ ˋmīǀmáā ńdáhûn ìběērè·mī.
bàbǎ
ọ̀rẹ̌
āládǔgbô
ālábǎṣīṣẹ́

Sometimes, my instructor answers my questions.
father
friend
neighbor
co-worker

28. Ǹjẹ̌ ìdǎhûn yǐ pé?
dájǔ
lóyē

Is this answer complete? (or: Is this answer satisfactory?)
sure
wise

| | | |
|---|---|---|
| 29. | Ìdǎhûn nǎà kò pě. | The answer is not satisfactory. |
| | nǐ làákǎyẹ̀ | sensible |
| | ní òyē | wise |
| | jọ̀lọ̀ | smooth |
| 30. | Ògīrī-ìkọ̀wěǀwà nǐ ĭyàră tí ā ńkẹ́kọ̌. | There is a blackboard in our classroom. |
| 31. | Jọ̀wọ̌ lọ̄ dúró lẹ́bǎ/sẹ́bǎ ògīrī-ìkọ̀wě. | Please go to the blackboard. ('Please, go and stand near the black-board.') |
| 32. | Ẹ̄ pā ìwě▾yín. | Close your books. |
| | àpǒtí | boxes |
| | ìlẹ̀kùn | door |

33. Ẹ̄ ṣí ìwě▾yín sílệ. — Open your books.
pāyá — Open wide

34. Ẹ̄ kọ̄ àwọ̄n ọ̀rọ̀ yǐ sínú ìwě▾yín.
gbólóhûn

Write these words in your books.
phrases

35. Ẹ̄ kọ̄ àwọ̄n gbólóhûn-ọ̀rọ̀ yǐ sárā ògīrī-ìkọ̀wě. — Write these sentences on the black-board.

36. Ẹ̄ lō kála̽mù, ẹ̄ má ṣē lō òjě-ìkọ̀wě/péńsu̽lù. — Use pens, do no use pencils.

37. Kò sǐ ōmī-ìkọ̀wě nínú▾ kála̽mù·̀mī. — There is no ink in my pen.

38. Mō yá ọ̄ ní kála̽mù·̀mī. — I lent you my pen.
ìwě — book
ọ̄kọ̀ — boat
dòjě — sickle

39. Òjě-ìkọ̀wě/Péńsu̽lù·̀mīǀtī kán sí wẹ́wẹ́. — My pencil is broken (into pieces).

40. Ǹjẹ̌ ō ní òjě-ìkọ̀wě/Péńsu̽lù mǐrân? — Do you have another pencil?

41. Mō ní láti̍ kọ́ àwọ̄n gbólóhûn ọ̀rọ̀ yǐ sórí fún ọ̀lā. — I have to memorize these sentences for tomorrow.

Group III: Climate and Weather.

42. Mō fẹ́ láti má▾ńrīn ìrìn-àjò lákǒkô òjò.
ẹ̀ẹ̀rùn
ọ̄yẹ́
òwòrẹ̌

I always like to travel during the rainy season.
dry
harmattan
mid dry

43. Ātẹ́gùn dárādárā|má▾ ńfẹ́ wộlǔ lákǒkô òjò.
āfẹ́fẹ́ lílē

strong

A nice strong breeze (usually) blows into the country during the rainy season.

44. N̄kò fẹ̌ má▾ńrīn ìrìn-àjò nígbâ ọ̄yẹ́
ńdálệ lákǒkô ọ̀gìnnìtìn

I don't usually like to travel during the break in the rainy season.

45. Ọ̄yẹ́|máā ńmú ārā •gbẹ̄ púpộ. The harmattan dries up the body very much.

46. Ìrì|má▾ńsê púpộ lâárộ kí ǒrùn tó•yọ̄. There is much dew in the morning before the sun comes up.

47. Àkǒkô wō nī ìgbà ẹ̀ẹ̀rùn?
 òjò
ọ̄yẹ́
òwòrẹ̌

What period is the dry season?
rainy season?
harmattan?
cloudy part of the dry season?

48. Ìgbà ẹ̀ẹ̀rùn ní Īlẹ̀ Nàìjǐríà
bẹ̀rẹ̀ látí ōṣù Kọ̄kànlǎ ọ̄dún
títí dī ōṣù kẹ̄tá ọ̄dún.

The dry season in Nigeria
starts in November ('the
eleventh month of the year')
and ends in March. ('the
third month of the year').

49. Àwọ̄n àgbẹ̀ǀmá▾ ńgbīn àgbàdō
àtī Èwà lákǒkô òwòrẹ̌.

Farmers usually plant maize
and beans from June to
August ('in the time of
the cloudy part of the dry
season')

50. Ātẹ́gûn tí ó má▾ ńfẹ́ sí Ìwọ̀-
Ōòrùnǀyàtọ̀ sǐ tī Gúsû.

The breeze that blows through
('to') the Western Region is
different from the one that
blows through ('to') the
Southern Region.

51. Àkǒkô òjò nī ā wà.
ọ̄yẹ́
ọ̀ẹ̀rùn

We are in rainy season.
harmattan
dry

| | | |
|---|---|---|
| 52. | Lẹ́hîn èyǐ èwō ló kân? | After this what next? |
| 53. | Àkǒkô òwòrẹ̌. | Mid-dry season. |
| 54. | Lẹ́hîn ọ̀ginnìtìn lókān àkǒkô▾ òjò àrọ̀kǔrô. | After mid-wet season, comes the late rains. |
| 55. | Ẹ̀ẹ̀rùn nī ó tẹ̀lě àkǒkō̆ òjò. | Dry season follows the rainy season. |
| 56. | Nī àkǒkô ẹ̀ẹ̀rùn nī ā ńní ọ̄yẹ́. | We have harmattan in the dry season. |
| 57. | Ìgbàwō nī àkǒkô ẹ̀ẹ̀rùn▾yín. | What time of the year do you have dry season? |
| 58. | Ìgbà ẹ̀ẹ̀rùnìbẹ̀rẹ̀ nǐ ōṣù kọ̄kànlǎ ọ̄dún títí dī ōṣù kẹ̄tá ọ̄dún. | Dry season starts from November ('eleventh month of the year') and lasts till March ('the third month of the year'). |
| 59. | Ọ̄yẹ́ ńkọ́? | What of the harmattan? |
| 60. | Ọ̄yẹ́ìbẹ̀rẹ̀ nǐ ōṣù kējìlǎ ọ̄dún ā sì pārí ní ōṣù kējì ọ̄dún. | The harmattan starts from December ('the twelfth month of the year') and ends in February ('the second month of the year'). |
| 61. | Ìgbà ẹ̀ẹ̀rùn ìlǔ òyìnbǒìyàtọ̀ sǐ tīyín. | The summertime in white men's countries is different from yours. |

| | | |
|---|---|---|
| 62. | Ìgbà wō nī àkǒkǒ̂ ẹ̀ẹ̀rùn nǐ ìlǔ ǒ̂yìnbǒ? | What months of the year are the summer in white men's countries? |
| 63. | Ìgbà ẹ̀ẹ̀rùn ìlǔ ǒ̂yìnbǒǀbẹ̀rẹ̀ nǐ ōṣù kẹ̄fà tǐtí dī ōṣù kẹ̄jọ̍ ọ̄dún. | Summer in white men's country stars from June and continues till August ('the eighth month of the year') |
| 64. | Ìgbà ẹ̀ẹ̀rùn nǐ Àrǐwáǀgùn jū tī Gúsû lọ̄. | Dry season in the North is longer than the dry season in the South. |
| 65. | Bẹ́ẹ̀ sì nī àkǒkô ọ̄yẹ́ ní Àrǐwá náàǀgùn. | Likewise the harmattan in the North is longer. |
| 66. | Sọ̄ fún mī ìyàtọ̀ tǐ ó wâ nǐbệ. | Tell me the difference in it. |
| 67. | Ìgbà ẹ̀ẹ̀rùn nǐ Àrǐwáǀbèrẹ̀ láti̍ ōṣù kẹ̄wǎ ọ̄dún ó sî pārí ní ōṣù kẹ̄ri̍n ọ̄dún. | Dry season in the North starts from October and ends in April. |
| 68. | Ọ̄yẹ́ǀbẹ̀rẹ̀ nǐ gẹ́rẹ́ tí ẹ̀ẹ̀rùnǀ bẹ̀rẹ̀ nǐ āpá Àrǐwá. | Harmattan starts as soon as the dry season starts in the Northern Region. |
| 69. | Ō ṣēūn ṣùgbǒn mō fẹ́ mộ bí ẹ̄ ní àkǒkô òtǔtû. | Thank you, but I would like to know if you have winter. |
| 70. | Bẹ́ẹ̀nī ā ní, ṣùgbọ̌n bí ẹ̄ bá fẹ́ mộ dáādáā, ẹ̄ ní láti̍ lọ̄ sí āpá Àrǐwá. | Yes, we have, but if you want be sure you would have to go to the Northern Region. |
| 71. | Ní āpá▾ Gúsû, ènìà kò lē: sọ̄ dájú sáká pé àkǒkô òtǔtû nìyǐ. | In the South, people cannot say with certainty that this is winter. |

| | | |
|---|---|---|
| 72. | Nítōrípe ní àkǒkô ọ̄yẹ́ nī òtǔtû ǹmú, ṣùgbọ̆n òòrùnǀ tètè ńtā, ā sì lě òtǔtû lọ̄. | Because during the time of harmattan it is very cold, but the sun comes out quickly which suppresses the effect of the cold. |
| 73. | Òtǔtûǀńmú ní Àrǐwá púpộ ní ìgbà ọ̄yẹ́. | It is always very cold in the North during the harmattan. |
| 74. | Òtǔtûǀńmú ní ìlǔ ǒyìnbǒ púpộ. | It is very cold in white men's countries. |
| 75. | Àkǒkô wō nī òtǔtû ìlǔ ǒyìnbǒ ńmú? | What time of the year is winter in white men's country? |
| 76. | Ó fẹ́rệǀjẹ́ ìgbà kān náà pẹ̀lǔ ọ̄yẹ́ ní ìlǔ▾yín. | It is almost the same time as the harmattan in your country. |
| 77. | Àkǒkô òtútû ìlǔ ǒyìnbǒǀbẹ̀rẹ̀ nǐ ōṣù kējìlǎ ọ̄dún títí dī ōṣù kẹ̄tá ọ̄dún. | The winter in white men's country starts in December till March. |
| 78. | Ǹjẹ̆ ō tī rí yînyǐn rí? | Have you ever seen snow? |
| 79. | N̄kò rǐ yînyǐn rí; báwò nī ó tī rí? | I have never seen snow; what does it look like? |
| 80. | Ó dàbǐ▾yānrìn, ṣùgbọ̆n fūnfūn nī, ó ńrộ sí īlẹ̀ bí ǒjò. | It looks like, sand, but it is white, [and] it pours down like rain. |
| 81. | Ṣé ōmī dídî nī? | Is it ice/hail? |

|  |  |  |
|---|---|---|
| 82. | Ōmī dídî nī, ṣùgbọ̌n ó yàtọ̀ sǐ ōmī dídî tǐ ā ńrâ nǐ īlé ọ̄jà. | It is frozen water, but it is different from the ice we buy in the stores. |
| 83. | Òtǔtû ńmú púpộ ní àkǒkô nǎà. | It is very cold at that time. |

Group IV: Food and Cooking.

|  |  |  |
|---|---|---|
| 84. | Kó ẹ̄yīn sínú ōmī. | Put the eggs into the water. |
|  | ẹ̀wà | beans |
|  | ẹ̀pà | ground nuts |
|  | ìrẹ̄sì | rice |
| 85. | Kí ō sè fún ìṣẹ̌jú mẹ́rin. | Boil them for four minutes. |
| 86. | Ẹ̄yīn yǐ jīná jû. | This egg has boiled too much. |
| 87. | Ẹ̄yīn ànǎ kô jīná. | The egg yesterday wasn't properly boiled. |
| 88. | Ẹ̄yīn yǐ tī fọ́. | This egg is broken. |
| 89. | Rọ̄rā, kí ẹ̄yīn náà má bá fọ́. | Gently, so that the egg might not break. |
| 90. | Ẹ̄yīn tī bàjẹ́. | The egg is spoilt. |
|  | rà | rotten |
| 91. | Ǹjẹ̌ ā ní ẹ̄yīn tūntūn? | Do we have a fresh egg? |
| 92. | Wàrà yǐ tī kān. | This milk is sour. |

93. Ǹjẹ̌ ā ní wa̽rà tūntūn? Do we have any fresh milk?

94. Ọ̄sàn }
ōrōm̀bǒ } yǐ kò pọ̌n. This orange is not ripe.
lemon
ōrōm̀bǒ kíkān lime
ọ̄sàn wẹ̌wẹ́

95. Ọ̀gẹ̀dẹ̀ yǐ kô pọ̌n. This banana is not ripe.
ộgẹ̀dẹ̀ àgbāgbà } plantain
ọ̀gẹ̀dẹ̀ ▾párántâ }

96. Ǹjẹ̌ ẹ̄yīn łwà nǐ īlé ōńjẹ̄
àlùbọ̌sâ
īṣū ēwùrà
āáyû

Are there any eggs in the pantry?
onions
water yams
garlic

97. Ǹjẹ̌ ọ̄sànłwà nǐ īlé-ōńjẹ̄?
īṣīn
ìgbǎ

Are there oranges in the pantry?
fruits from Iṣin tree
fruits from locust tree

98. Ǹjẹ̌ máńgōròłwànǐ īlé-ōńjẹ̄? Are there mangoes in the pantry?

99. Kò sǐ īgī ní īlé ìdǎná. There is no firewood in the kitchen.

| | | |
|---|---|---|
| 100. | Kò sǐ ọ̄ṣẹ̄ ní Īlé ìdǎná/ Īléi̽wẹ̀. | There is no soap in the kitchen/bathroom. |
| 101. | Kò sǐ ēpō pūpā ní Īlé ìdǎná.<br>òrǒró ẹ̽pà<br>òrǒró ẹ̀gǔsí<br>òrǒró lárâ | There is no palm oil in the kitchen.<br>peanut oil<br>melonseed oil<br>castor oil |
| 102. | Kò sǐ ēpō/òyìnbǒ ní Īlé-ōńjẹ̄. | There is no kerosene in the pantry. |
| 103. | Tí kô bǎ sí ēpō ā ní láti̍ rā díẹ̀. | If there is no palm-oil we have to buy some. |
| 104. | Tí kô bǎ sí ẹ̄yīn rárá ā ní láti̍ lọ̄ rà. | If there are no eggs at all, we have to go buy some . |
| 105. | Tí kô bǎ sí ọ̄sàn ā ó jẹ̍ ọ̀gẹ̀dẹ̀-páráńtâ. | If there are no oranges we shall eat bananas. |
| 106. | Ọ̄ṣẹ̄ yǐ dárā jū èyūn: lọ̄ | This soap is better than that. |
| 107. | Ọ̄sàn yǐ dûn jū èyūn: lọ̄ | This orange is sweeter than that. |
| 108. | Ọ̄sàn yǐ pọ́n jū èyūn: lọ̄. | This orange is riper than that. |
| 109. | Èwō ló pọ́n jû nínú àwọ̄n ọ̄sàn yǐ? | Which of these oranges is the ripest? |

| | | |
|---|---|---|
| 110. | Ѐwō nínú ẹ̄yīn yǐ ló tóbī jù? | Which of these eggs is the biggest? |
| 111. | Ìkòkò yǐ mọ́. | This pot is clean. |
| 112. | Ifē yǐ kô mọ̌ tó. | This glass (tumbler) is not clean enough. |
| 113. | Ōmī yǐ gbóná gān▾. | This water is really hot. |
| 114. | N̄kò lè mū tíì yǐ. | I cannot drink this tea. |
| 115. | Ó gbóná jû. | It is too hot. |
| 116. | Kọ̄fí yǐ kò gbǒná tó. | This coffee is not hot enough. |
| 117. | Tíì yǐ lē jù. | This tea is very strong. |
| 118. | Kọ̄fí yǐ kô dǎrā. | This coffee is not good. |
| 119. | Jọ̀wọ̌ gbómī kāná. | Please, put the water on the fire. |
| 120. | Ōmī náà \| gbóná.<br>gbẹ̄<br>hó | The water is hot.<br>dried up<br>boiled |
| 121. | Ǹjě ōmī náà \| tī gbóná?<br>hó | Is the water hot?<br>boiled |
| 122. | Ó tī tó ìṣẹ̌jú mẹ́tà tí ōmī \| tī ńhó. | ('The water has been boiling for three minutes.') |

| | | |
|---|---|---|
| 123. | Jọ̀wọ̌ jẹ́ kí ōmī ìtūtù. | Please allow the water to get cold. |
| 124. | Gbé ī̆kòkò lĕná. | Put the pot on the fire. |
| 125. | Gbé ī̆kòkò nǎà lŏrí tábī̆lì. | Put the pot on the table. |
| 126. | Ǹjẹ̌ ō ní ọ̄sàn tí ó pọ́n? | Do you have ripe oranges? |
| | ọ̀gẹ̀dẹ̀ | bananas |
| | àjàrà | grapes |
| | ōṣè | baobab fruit |
| 127. | Mō fẹ́ʼ yẹ̄ ọ̄sàn nǎà wò. | I would like to see the oranges. |
| 128. | Ọ̄sàn yǐ tī bàjẹ̌. | This orange is spoilt. |
| | rà | rotten |
| | ṣègbě | decayed |
| | kùtà | unsaleable |
| | gbẹ̄ | dry |
| 129. | Ā ní īgī-ìbẹ̌pẹ̄ púpô lẹ́hînkùlěʼwā. | |
| | ōṣè níwájíléʼwā | |
| | ōbì | |
| | We have many pawpaw trees in our backyard. | |
| | baobab front | |
| | kola | |
| 130. | Mō fẹ́ʼ ká ìbẹ̌pẹ̄ díẹ lẹ́hînkùlěʼyín. | I would like to pick some paw-paws in your back yard. |
| 131. | Ǹjẹ̌ ìbẹ̌pē náàlpọ́n? | Is that paw-paw ripe? |
| | ōrōm̀bǒ | orange |
| | ōrōm̀bǒ kíkān | lemon |

132. Yió tǒ ọ̄jọ́ mélǒ kí ó tó pọ́n dáādáā.
How long will it take before it is thoroughly ripened?

133. Níbō nī ẹ̄ tī ńrí ọ̀pẹ̀ òyìnbǒ▾yín râ?
àgbọ̄n
ẹ̄yìn
īṣū

Where do you find your pineapples to buy?
Where do you buy your pineapples?
coconut
palm nuts
yams

134. Ǹjẹ̌ ẹ̄ ńgbīn ọ̀pẹ̀ òyìnbǒ ní ōkō▾yín?
àgbọ̄n
ọ̀pẹ̀
ẹ̀pà

Do you plant pineapples in your farm?
coconuts
palms
groundnuts

135. Nígbâwō nī ọ̀pẹ̀ òyìnbǒ máā ńpộ nǐlệ yǐ?
When do you have pineapples in this country?

136. Ǹjẹ̌ ẹ̄ tī sē ōmī yǐ?
Have you boiled this water?
ẹ̄jā
fish
ẹ̄rān
meat

137. Īyàrǎ mélǒ ló wâ nínú īlé yǐ?
tábi̽lì
àgā
ìnūsẹ̀

How many rooms are there in this house?
tables
chairs
foot mats

138. Īyàrǎ mẹ́rin ló wâ nínú īlé yǐ.
tábi̽lì
àgā
ìnūsẹ̀

There are four rooms in this house.
tables
chairs
foot mats

Group V: House and Furniture.

139. Īlẹ̀kùn mějî nī ó wâ nínú īlé yǐ.
fèrèsě
àtùpà }
fìtǐlâ }

There are two doors in this house.
windows
lamps

140. Īlé▾ { kōríkō } nī èyǐ.
{ kōókō }
kān̄kéré
āmọ̀
ōlókǔtā
bíríkî

This is a thatched house.
concrete
mud
stone
brick

141. Fèrèsě mẹ́ta̍ nīyàrǎ yǐ ní.
īlẹ̀kùn
Īlé ìkǎṣọ̄sí
This room has three windows.
doors
closets

142. Gbé tábi̽lì▾nì tī fèrèsě.
àgā▾nì
àkàsọ̀▾nì
āgà▾nì

Place that table against the window.
chair
ladder

143. Gbé àgā yẹ̍n sí ẹ̀bǎ▾ īlẹ̀kùu. Put that chair by the door.
ìtẹ̌sệ stool
ìnùsẹ̀ foot mat

144. Má fi̍ àgā yẹ̍n tì sǐ ẹ̀bǎ▾fèrèsě, fī tì sǐ ẹ̀bǎ ògīrī.
àpǒtí
ìtẹ̌sệ

Don't put the chair against the window, put it against the wall.
box
stool

145. Gbé i̽bùsùn sǐ àárín méjî▾ īyàrǎ. Put the bed in the middle of the room.

146. Sún i̽bùsùn nǎà sǐ ārā ògīrī. Move the bed to the wall.
àgā chair
tábi̽lì. table

147. Gbé àpǒtí yǐ sí ābẹ́ i̽bùsùn. Put this box under the bed.

148. Mō má▾ ńfī āsọ̄ˋmī pāmọ́ sínú àpǒtí yǐ.
bàtàˋmī
āsọ̄ ìnūrā

I usually keep my clothes in this box.
shoes
towels

149. Díńgí mẹ́rin nī īyàrǎ yǐ ní. This room has four mirrors.
ìrọ̀rǐ
tìmtìm
pillows

150. Kò sǐ díńgí nínú▾ īyàrǎ yǐ.
ìrọ̀rǐ/tìmtìm
ìgbǎlệ
ọ̄wọ̀

There are no mirrors in this room.
pillows
brooms

151. Īlẹ̀kùn yǐ kô nǐ kọ́kọ́rọ́. This door has no key/lock.

152. Fèrèsě yǐ kô ṣē˙ tî. This window cannot be locked.
Īlẹ̀kùn door
àpǒtí box
Īlé ìkǎṣọ̄sí closet

Group VI: Child Care.

153. Jọ̀wọ̌ bá mī mójútó ọ̄mọ̄ ˋmī.
Īṣẹ́
Īlé

Please, take care of my child for me.
work
house

154. Ṣé kí ó jẹ̄ūn kí ẹ̄ lóː dé? Should he eat before you return?
jáde̍ go out
sûn take a nap
wệ have a bath

155. Àwọ̄n āládǔgbô▾wāǀlọ́mọ̄ púpộ.
ǀnílé díè
ǀláṣō dídárā
ǀláyā tó lẹ́wâ
togbámúṣé

Our neighbors have many children.
some houses
good clothes
beautiful wives
pretty

156. Àwọ̄n ọ̄mọ̄▾wāǀlọ́rẹ̌ ládǔgbô púpộ.
ní īléìwě
ní ṣọ́ọ̽ọ̀sì

Our children have many friends in the neighborhood.
school
church

157. Nwọ́n sî fẹ̌rân láti̍ má▾ bá àwọ̄n ọ̄mọ̄dé ẹ̄lẹ́gbẹ́▾wọ̄n ládǔgbô ṣēré púpô. They love to play very much with other children of their age in the neighborhood.

158. Àwọ̄n ọ̄mọ̄dé náàǀfọ́ fèrèsě yǐ. The children broke this window.
ōlè àgā thieves chair
ọ̄lọ́pǎ àwō policeman plate
ọ̄lọ́ṣâ ōdó burglars mortar
ògīrī wall

159. Nígbâ mĭrân wọ́n fẹ́rân láti̍ má▾ gbīn īgī.
ṣē ēré
tā āyò
kā ìwě
kọ́ ìwě

Sometimes they like to plant trees.
play
play ayo
read books
study

160. Nwọ́n fẹ́rân láti̍ má▾ gbá bọ́ọ̄lù.
They like to play ball.

161. Nwón sî tǔn fẹ́rân láti̍ má▾ sáré síhĭn, sáré sọ́hŭn.
They also like to run here and there.

162. Nwọ́n sî má▾ ńsọ̄ bọ́ọ̄lù sĭ ārā▾wọ̄n.
They threw ball from one to the other.

163. Má ṣe̍ jẹ́kí nwọ́n fī n̄ǹkānkān sí ẹ̄nū▾wọ̄n.
ōjú
ētí

Do not let them put anything into their mouths.
eyes
ears

164. Ọ̄mọ̄dé kàni̍já bọ́ láti̍ ōrí īgī.
ọ̀pẹ̄ or: ọ̀pẹ̀
īlé
òkè
āfárá

A child fell down from the top of a tree.
palm tree
house
hill
bridge

165. Ẹ̄sẹ̀ ọ̀mọ̄ náàǀrọ́ púpộ.
Ọ̄wọ́
ōrùn ọ̄wọ́
ọ̄rùn ẹ̄sẹ̀

The child's leg was badly sprained.
hand
wrist
ankle

166. Ọ̄wọ́ ▾rẹ̀ǀbó púpô — His (her) hand was badly bruised.
àyà — chest
ẹ̀hìn — back
ōjúgūn — shin

167. Ōjú▾rẹ̀ǀbó. — His eye (face) was bruised.

168. Ā sì gbé▾ lọ̄ sílé o̽ògùn. or: Ā sì gbē lọ̄ sílé ìtọ̌jú āláìsàn.
We took him to the hospital.

169. Jẹ́kí ā gbé▾ lọ̄ sọ́dô▾ ōníṣe̽gùn. — Let us take him to the doctor.

170. Jẹ́kí àwọ̄n ọ̄mọ̄dé yẹ̍n wọ̄lé. — Let those children enter the house.

171. Sì rí⁻ pé nwọ́n dé fi̽là▾ wọ̄n nígbâ kūūgbà tǐ nwọ́n bá ńṣēré lóde̍. — Also see that they put on their caps, whenever they play outside.

| | | |
|---|---|---|
| 172. | Ṣé ọ̄mọ̄ˋmīǀtī sùn? | Is my child asleep? |
| | jí | Has awakened |
| | wẹ̀ | bathed |
| | dé | arrived |
| | lọ̄ | gone |
| 173. | Kò tǐˋ sùn. | He is not asleep. |
| | jẹ̄ūn | has eaten |
| | dùbŭlẹ̀ | lain down |
| | ṣàìsàn | ill |
| 174. | Ó ńṣēré nī. | He is playing. |
| | ńdárâ | performing tricks |
| 175. | Má jẹ̆kí ó sọ̄kún/sūnkún ō. | Do not let him cry. |
| | ṣūbú | fall |
| | gūn n̂kānkān | climb |
| | sáré | run |
| | fāpárọ́ | break his arm |
| 176. | Bí ó bá fẹ́ˊ ké, fún▾ ní wă̽rà▾ rẹ̀. | If he is about to cry, give him his milk. |
| 177. | Sì gbě ọ̄mọ̄lángīdī ▾rẹ̀ fún▾. | And also give him his doll. |
| 178. | Jọ̀wọ̆, má▾ mójútó ōmō ˋ mī. | Please take care of my child. |
| 179. | N̄ kò fẹ̆ kí ǹkānkān ṣēˊ. | I do not want anything happen to him. |
| 180. | Gbé▾ kúrô nǐ ŏ̽òrùn. | Take him out of the sun. |
| | ẹ̀hìnkùlě | off back yard |
| | pápá | field |
| | ọ̀dẹ̀dẹ̀ | veranda/porch |

| | | |
|---|---|---|
| 181. | Wọ̄ āṣọ̄▾rẹ̀ fún▾ ní i̽rọ̀lẹ̌.<br>àwọ̀tẹ́lệ. | Dress him up in the evening. |
| 182. | Fún▾ ní ōńjẹ̄ ▾rẹ̀. | Give him his food. |
| | pátá | underpants |
| | àwọ̀tẹ́lệ | underwear |

Group VII: Illness and Injury.

| | | |
|---|---|---|
| 183. | Kí ló mú Ṣọ̄lá ní āpá? | What happened to Ṣọla's arm. ('What happened to S. on his arm')? |
| | Fọ̄lá | |
| | Àyìndě | |
| | Bùnkọ̌lá | |
| 184. | Bí mō tī rí¯ nùū. | That is how I saw it. |
| 185. | Ǹjẹ̌ ó ṣūbú lánǎ? | Did he fall down yesterday? |
| 186. | Ādùnꜜsọ̄ pé ó ṣūbú. | Adun said that he fell down. |
| 187. | Āpá▾rẹ̀ꜜbó, ōjú▾rẹ̀ nǎàꜜ sì wǔ. | He has lacerations on his arm, and his eyes are also swollen. |
| 188. | Ẹ̄ gbé¯ lọ̄ sí īlé o̽o̽gùn. | Take him to the hospital. |
| | ōníṣe̽gùn | doctor |
| | bābāláwō | native doctor |
| 189. | Kí nwọ́n tọ́jú▾rẹ̀ dáādáā. | Let him be well taken care of. ('That they may care for him well well.') |

190. Jọ́kẹ́, ñkò fẹ̌ kọ́▾ ṣēré lóde̍.
niyârǎ
níwájú▾lé
lẹ́hi̽nkùlě

Jọkẹ, I do not want you to play outside.
in the room
in front of the house
in the backyard

191. Kíló dé tí ẹ̄꞉ fī fẹ́? — Why don't you want us [to play outside]?

192. Ẹ̄kún lọ̄mọ̄꞉mīǀsūn tití dâárộ. or: lâárộ — My child cried all night. ('The tears of my child flowed until morning.')

193. Ā gbé▾ lọ̄ sí īlé ȍgùn lâárộ. — We took him to the hospital in the morning.

194. Dọ́kítâ/Ōníṣe̽gùnǀní jîgǎ ló wọ̀꞉ ní ẹ̄sẹ̀. — The doctor said that he had jigger in his foot.

195. Ẹ̄sẹ̀ wō nī ḿbệ? — Which foot?

196. Ẹ̄sẹ̀ ọ̀tǔn nī. — It is the right foot.

197. Mō rí¯ tí ó ńfā ìkā ẹ̄sẹ̀ nǎà lǎnǎ.
èēkánná

I saw him pulling at the toe yesterday.
nail

198. Ẹ̄ má▾ ṣēré ní ẹ̽ẹ̽dẹ̀ òdē. — Play on the porch.

199. Táyộ má jẹ̌kí Ōlú jáde̍ láìwọ̄ āṣọ̄.
bàtà
sálúbā̽tà
pátá

Tayọ do not let Olu go out without wearing clothes.
shoes
slippers
pants

200. N̄kò fẹ̌ kí Ībà tàbǐ ā̽ìsàn ṣḗ.
làkǔrêgbě Īnúrírūn

I do not want him to have fever or sickness.
rheumatism stomach ache

201. Mō ní ākọ̄ Ībà lọ́sệ tó kọ̄já.
ìgbẹ̌ ọ̽rìn lósû
sō̽bìyà lọ̌dún
e̽kùsǎ
ṣēgēdē

I had malaria last week.
dysentery month
guinea worm year
ring worm
mumps

202. Mō ní láti̍ lō òògùn fún▾. I had to use drugs for it.

203. Ārā̀mī kò dǎ rárá. I was not well at all.

204. Ṣùgbọ̌n mō tī sàn nísi̍sìyǐ. But I am well now.
or:
Ṣùgbọ̌n mō tī gbádûn nísi̍sìyǐ.

205. Mō bōrā'mī mọ́lệ níbǔ̀sùn fún ọ̄jọ́ márŭn.
lórí ĭbùsùn

I was in bed for five days.
('I covered myself up in bed for five days.')

206. Má ṣé jẹ̄kí ēṣīnṣīn fọ̄wọ́lé ōńjẹ̄. Do not allow flies touch the food.

207. Ēṣīnṣīnlbō ẹ̄rān náà púpô. The meat is covered with flies.

Ēṣīnṣīn tī yé sórí ẹ̄rān yĭ. The flies have laid eggs on this meat.

208. Īrú ējò yĭ mâ lŏró púpộ. This type of snake is very poisonous.

209. Īrú ālántāākùn (or: ẹ̄lẹ́nâ) yĭ kò lōró rárá.
tāñṣáñkọ̄
ọ̀ọ̀kùn

This type of spider is not at all poisonous.
centipede
millipede

210. Ējò nǎàlbùjẹ̄ ó sî kŭ lẹ́sệkẹ̄sẹ̀.
ṣūbú
dákẹ́

The snake bit him, and he died immediately.
fell
gave up the ghost

211. Ó fī ọ̀pǎ pā ējò nǎà. He killed the snake with walking stick. ('he took a stick killed the snake')

| | | |
|---|---|---|
| 212. | Ó fī òkŭtā pā ẹ̄jò na▾à. | He used a stone to kill the snake. |
| 213. | Yànmù yǎnmúlpọ̀ láṣīkò yǐ. | Mosquitoes are many at this time. |
| | ẹ̀fọ̄n | palm birds |
| | ẹ̀gà | snakes |
| | ējò | |
| 214. | Ōríṣǐríṣi▾ kòkòrò nī ó wâ nísisiyǐ. | |
| | èèrà | |
| | lābālábá | |
| | ējò | |

There are different kinds of insects - around now.
ants
butterflies
snakes

| | | |
|---|---|---|
| 215. | Mō rí díẹ̀ lǎnǎ. | I saw a few yesterday. |
| | púpộ | many |
| 216. | Mō gbàgbě kí ñsọ̄ fún ọ̄ lánǎ. | I forgot to tell you yesterday. |
| 217. | Pé kínī? | (That) what? |
| 218. | Mō rí ēégbọn lárā ājá▾wā. | I saw ticks/fleas on our dog. |
| | ōlógbô | cat |
| 219. | Mō rí àkēkèé, tātāñṣánkọ, èèrùn, īkán, ēṣīnṣīn, īrù, àtī ēmírín. | I saw scorpion, black scorpion, emmets, white ants (termites), flies, wild flies, and sand flies. |

V

220. Pàápáàɬjùlọ̄, mō rí īná lórí àtī láṣọ̄ Àdùkẹ̌.
(or: pápàá)

Moreover I saw lice on Aduke's head and clothes.

221. Kányǎn(kányǔn)ɬmú Ōlú ní ìkā ẹ̄sẹ̀.
ògòdò

Olu has an inflammation on his toe.
yaws

222. Báwo̍ nī kányǔn náàɬṣē mú▾?
ògòdò

How did he get the inflammation?
yaws

223. Ó rîn nǐ Īlẹ̀ tǔtû nī.
īnú a̽gbàrǎ
ọ̀gọ̀dọ̀

He walked over wet ground.
in rain flood
pond, swampy area (dangerous)

224. Ṣé kí ñfī īyọ̀ rā' fún▾.

Could I rub the inflammation with salt?

225. Fīyọ̀ rā' kí ẹ̄ tó jáde̍.

Rub it with salt before you go outside.

226. Sì wọ̄ bàtà▾rẹ̀ fún▾ lónǐ.

Put his shoes on (for) him today.

227. Ẹ̄ṣīnṣīnɬmá▾ ńfā ìgbẹ̌ ọ̽rìn.

Flies generally cause dysentery.

229. Ēṣīnṣīnɪmá▾ ńfā ōríṣǐríṣǐ
ā̽rùn.

Flies bring about various
diseases.

230. Má▾ bō ōnjẹ̄▾yín kí
ēṣīnṣīnɪmá bâ lé▾.

Cover your food so that flies
do not light on it.

231. Àwọ̄n èkǔtéēlé tī ńjẹ̄ àkàrà yǐ.
ōlógbô
ẹ̄yẹ̄lé
ādìẹ̄

The mice have been eating this cake.
cats
pigeons
chickens

232. Jẹ́kí á̄ dẹ̄ pàkǔté sílé náà.
or: pānpẹ́
nàňfâ

Let us set a trap in the house.

233. Èkǔté tī tọ̀ sǐnú▾ láfún yǐ.

A mouse has urinated into this
cassava flour.

234. Ōlógbô▾wāɪmáā ńpā èkùtě púpộ.
ājá
āláǹgbǎ
ẹ̄iyẹ̄ ōlógōṣẹ́

Our cat kills many mice.
dog
lizards
sparrows

Group VIII: Miscellaneous.

235. Níbō nī ō tī wá?

Where are you from?

236. Ārá Īfẹ̀ nī mí.
ọ̀rẹ̌ꜜwā
ọ̄mọ̄ ọ̀dọ̀ꜜwā
āwākọ̀ꜜwā

I am a native of Ifẹ.
Our friends are
Our houseboy is
Our driver is

237. Ǹjẹ̌ gbōgbō ẹ̄bí ʼrọ̄ nī ó ńgbé ní Īfẹ̀?
ọ̀rẹ̌
ārákûnrīn
ārábînrīn

Do all of your relatives live in Ife?
friends
brothers
sisters

238. Bẹ́ẹ̀kọ̌, kǐí ṣē gbōgbō ẹ̄bíʼmī ní ńgbé ní Īfẹ́.

No, not all my relatives live in Ife.

239. Ẹ̀gbọ̌nʼmī àgbà ǀńgbé ní Da̽họ̀mì
ꜜrè ọ̄kùrīn Èkǒ
ꜜwā ōbìnrīn
ꜜwọ̄n

My elder sibling lives in Dahomey.
his brother Lagos.
our sister
their

240. Níbō nī Īfẹ̀ ǀwà?
Ọ̀ṣōgbō
Ìbàdàn
Èkǒ

Where is Ifẹ located?
Oṣogbo
Ibadan
Lagos

241. Īfẹ̀ǀwà nǐ i̽hà gǔsû sǐ Īléshâ.

Ifẹ is south of Ileṣa.

| | | |
|---|---|---|
| 242. | Īfẹ̀ǀwà nǐtôsǐ Òshōgbō.<br>ǀsúnmọ́ Òshōgbō. | Ifẹ is very near to Oshogbo. |
| | kòsǐ nítôsǐ Ābẹ́òkǔtā.<br>kò jìnnà sǐ Ābẹ́òkǔtā. | not very near to Abẹokuta. |
| 243. | Īlẹ́shâǀwà nǐ Īhà àrǐwá sí Ibàdàn. | Ilesha is north of Ibadan. |
| 244. | Īfẹ̀ǀjìnnà sǐ Shākí. | Ifẹ is far from Shaki. |
| 245. | Ìbàdàn sǐ Èkǒ tó Ọ̄gọ́rǔn máīlì. | From Ibadan to Lagos is about hundred miles. |
| 246. | Ó má˙ ńtó wákâtǐ méjǐ ààbọ̀ láti wā ọ̄kọ̀ láti Èkǒ dé Ìbàdàn. | It usually takes about two and a half hours to drive from Lagos to Ibadan. |

247. Báwọ̀ ló tī pẹ́ tó tí ō tí ńgbé Èkǒ?
or: Láti ìgbàwō nī ō tí ńgbé Èkǒ?
ńkọ́ Yōrùbǎ
ńṣīṣẹ́ ní Émbásî
ńṣē ọ̀kùnrùn

How long have you been living in Lagos?
studying Yoruba?
working at the embassy?
suffering from this disease?

248. Mō tí ńgbé Èkǒ láti ìwọ̀n ọ̄dún méjî wǎ/sẹ́hîn.
ọ̀sẹ̀
ōṣù

I have been living in Lagos for about two years.
weeks
months

249. Ó tó ọ̄dún mélǒ tó▾ tí ńlọ̄ īlé ìwě?
ńwá
ńpáàrà

How long have you been attending school?
visiting

250. Ẹ̄ má bẹ̌rù. Don't be afraid.
fǒyà be apprehensive
fōhùn sǐ▾ agree/ratify it
fōjú dá¯ overlook/ignore it
fī mí sílệ leave me behind

251. Kínī ōrúkọ ọ̄kùnrīn yẹn?
ālàgbà
ātójú īlé ọ̄jà
ìjòyè
ọ̄mọ̄bìnrīn

What is the name of that man?
elderly person
storekeeper
chief
girls

252. Mō mọ̄ ōrúkọ̄▾rẹ̀ ṣùgbọ̌n mō gbàgbě nísísìyǐ.
Īṣẹ́
àdǔgbò

I know his name, but I have forgotten it now.
occupation
address

253. Ǹjẹ̌ ō rántí ōrúkọ̄▾rẹ̀?
láti mú kọ́kọ́rọ́
láti tìlẹ̀kùn
láti kí▾

Do you remember his name?
Did to bring the key?
to close the door?
to greet him?

254. Jọ̀wọ̌ dúró dê mǐ.
ṣē gáfárâ fǔn mī
fọ̄wọ́ sí▾ fún mī
wádǐ▾rẹ̀ fǔn mī
wá▾ lọ́nâkọ̌nâ fún mī

Please wait for me.
excuse
sign it
investigate it
find it at all costs

255. Mō fọ́ àwō·̀mī lánǎ.
fọ̄ ìgò
ògīrī
āāgō
īfē

I broke my plate/basin yesterday.
washed bottle
wall
watch
tumbler

256. Àwō·̀mī tī fọ́.
sọ̄nù

My plate (basin) is broken.
lost

257. Ōlùgbẹ̀sān, jọ̀wọ̌ gbé ìjǒkǒ fún ọ̀rẹ̌·̀mī.
sē ōńjẹ̄
bū ōmī
dán bàtà

Olugbẹsan, give a chair to my friend.
cook food for
give water
polish my friends shoes for him

258. Ọ̀rẹ̌˙rẹ̄ wó? Which one of your friends?

259. Èmī Ādélǎjà nī. I am Adelaja.

260. Àgā nìyǐ, ẹ̄ jókǒ,
ẹ̀gbọ̌n˙mī ḿbộ.
Here is a chair, sit down, my brother/sister will be right here.

261. Ẹ̄ ṣé ō, ó tó ījọ́mẹ́tà. Thank you, it is been long since we have seen you.

262. Kíló dé tí àbǔrô˙rẹ̄ ńrōjú lósǎn yǐ?
ńsọ̄kún
fājúrō

Why is it that your brother is frowning this afternoon?
crying
looking sad

263. Kò rǐ ōwó ōṣù▾rẹ̀ gbà lǎnǎ.
ẹ̄rù▾rẹ̀

He did not get his salary yesterday.
baggage

264. Nwọ́n lù́ lọ́nâ kó tó dé īlé. He was bitten on his way home.
jà˙lólē robbed
gbá▾létí slapped

265. Nwọ́n sî tǔn fā āṣọ̄▾rẹ̀ yā. They also tore his clothes.

266. Tānī ó nà˙? Who beat him?

267. N̄kò mọ̀, kò sì sǐ āládǔgbô tí ó mộ.
ẹ̄nìkān
ọ̀rẹ̌
ènìà

I don't know, and not one of the neighbors knows it.
no-one
no friend
no person

268. Bẹ́ẹ̀nī ālábǎṣīṣẹ́▾rẹ̀ nǎà kò sì mọ̀.
ālábǎgbé
āláa̽bò
ālábǒjútó or: ālábōjútó

Even his co-worker did not know.
room/house mate
defender }
protector }
supervisor

## GLOSSARY

| | |
|---|---|
| ābé | under part, underneath |
| àbǐkû | ('one who is born and dies') |
| ààbọ̀ | half |
| àbọ̀ | return (N) |
| ābúlé | hut, village |
| àbǔrô | younger, sibling |
| àdǎ | cutlass |
| ādìẹ̄ | chicken |
| àdǔgbô | neighborhood |
| ādúpẹ́ | thank you |
| āfárá | bridge |
| āfẹ́fẹ́ or: āfẹ́ẹ́fẹ́ | wind |
| àfí- | except |
| àgā | chair |
| àgànyìn | people of Ghana or Togo |
| āgbádá | man's outer garment |
| àgbàdō | maize |
| àgbàrǎ | rainflood |
| āgbè | gourd |
| àgbẹ̀ | farmer |
| àgbō | herb brew |

| | |
|---|---|
| àgbò | ram |
| āgbōwó | cashier ('one who takes money') |
| àgbọ̄n | coconut |
| āgbọ̀n | basket |
| āāgō | hour, clock |
| àgò | (polite way of asking permission to pass another person, or to enter a house) |
| àgùtàn | sheep |
| āhéré | farm-shack |
| àìfẹ̌ | lack of desire |
| àìlǎrá | lack of relatives |
| àìlẹ̌kọ̌ | lack of education |
| àìlǒńjẹ̄ | famine |
| àìlǒwó | lack of money |
| àìmọ̀wě | ignorance, illiteracy |
| àìnǐ | lack of something |
| àìsānwó | non-payment |
| àìsùn | (any activity which requires lack of sleep) |
| àìwọ̄ | without wearing |
| ājá | dog |
| àjàrà | vine, vineyard |
| (ā)jé(ō), ājé | money, the goddess of money |
| àjò | journey, foreign land, travel |

| | |
|---|---|
| àkàrà | bread, cake |
| àkàsọ̀ | ladder |
| àkēékē or: àkěkē<br>or: àkēkèé | scorpion |
| àkǒkô | time, season |
| ākọ̄ ībà | malaria |
| ākọ̀wě | clerk |
| ālábǎgbé | room/house mate |
| ālábǎṣīṣẹ́ | co-workers |
| ālábǒjútó | supervisor, overseer, caretaker |
| āládǔgbô | neighbor |
| àlàáfíà | health |
| ālàgbà | elderly person |
| ālágbâṣē | hireling labourer |
| ālákǒsō | director, chairman |
| àlàmǐsî | Thursday |
| āláǹgbǎ | lizard |
| āláǹtākùn | spider |
| àlàyě | information |
| ālẹ́ | late evening |
| àlùbọ̌sâ | onion |
| àmàlà | ọ̄kà made of yam |
| āmẹ́ríkâ | America |
| āmọ̀ | clay |
| àně | yesterday |
| ànàmọ̌ | sweet potato |
| āpa | part, section, arm, forelimb |

| | |
|---|---|
| àpèjúwē | description |
| āpò | pocket, bag |
| àpŏtí | box |
| ārá | relative, person |
| ārā | body |
| ārábîrīn | sister |
| ārákûnrīn | brother |
| āràn | intestinal worms |
| àárín(méjî) | middle |
| ārìnrìn àjò | visitor, traveller, foreigner |
| àrĭwá or: àrīwá | north |
| ārò | song, lamentation |
| àròyĕ | loquaciousness, complaint |
| àárộ | morning |
| àrọ̀kŭrô | last rains of the season |
| àrùn | disease, sickness, ailment, illness |
| àrŭn | five |
| àsìkò | time |
| àṣăró | a food made from yams cooked with oil, pepper, onion, etc. |
| āṣōjú | representative |
| āṣọ̄ | cloth |
| ātā | pepper |
| ātẹ́gûn | wind, breeze |
| àtī | and |
| ātọ́jú īlé ọ̄jà | storekeeper |
| ātọ́kûn | a guide |

| | |
|---|---|
| àtǔnṣē | correction |
| àtùpà | lamp |
| āwā | we |
| āwākọ̀ | driver |
| āwó | guinea fowl |
| āwò | spectacles |
| àwō | plate, basin, any china vessel |
| āwọ̄ | leather, leather sheath |
| àwọ̄n | they |
| àwọ̀tẹ́lệ | article of clothing worn under another |
| āyā | wife |
| àyà | chest (part of body) |
| āáyû | garlic |

b

| | |
|---|---|
| bá | to join a person in doing something |
| bá | happen to do |
| bābāláwō | native doctor |
| bàjẹ̌ | to spoil, to corrupt, to defile |
| bákānnáà | likewise, same, identical, equal similar |
| bālógūn | captain, proper name |
| bàtà | shoe |
| báwo̍ | how? |

| | |
|---|---|
| báyǐ | now, thus |
| bèèrè | to ask |
| bẹ̄ | to exist |
| bẹ̀ | to beg |
| bẹ́ẹ̀ | like that |
| bẹ́ẹ̀nī | yes ('it is as you have said') |
| bẹ̀rẹ̀ | to begin |
| bẹ̀rù | to be afraid |
| Bíbélî | Bible |
| Bìnī | Bini, Edo |
| bínú | to be angry |
| bí ō tī lẹ̀ jẹ̌ pé | although |
| bíríkî | brick |
| bò | to cover, to hide, to overwhelm |
| bó | to be lacerated, bruised |
| bọ̀ | to come |
| bọ́ọ̌lù | ball |
| bọ́sí | to enter into |
| bù | to dip out |
| bùjē | to bite |
| bùsǎn | to bite |

d

| | |
|---|---|
| dáā | to be well, all right |
| dá | to cross |
| dà | where is? |

| | |
|---|---|
| dàbǐ | to resemble |
| dáhûn | to answer, to reply |
| dá... ōjú | to be certain |
| dákẹ́ | to be silent, to give up the ghost |
| dálójú | to be certain, to be sure |
| dán | polished, bright; to polish |
| dáná | to kindle fire for cooking |
| dà... nù | throw away |
| dárâ | to perform feats |
| dárādárā | to be good |
| dárāyá | cheer, good spirits |
| dé | to arrive, happen |
| dè | to tie |
| dẹ̄ | to set a trap, to allure, to tempt |
| dī | to become, be |
| dídárā | good |
| dídî | solid (cf. dì 'condense, tie up') |
| díẹ̀ | some |
| díẹ̀dǐẹ̀ | little by little |
| dín | to lessen, to decrease |
| díńgí or: dígí | glass, windowpane, mirror |
| dínwó | cheap |
| díwọ́ | to occupy |
| dòdò | ripe plantain fried in oil |
| dòjě | sickle |
| dùbǔlệ | to lie down |

| | |
|---|---|
| dúdú | black |
| dúpẹ́ | to thank |
| dùn | sweet, glad |
| dúró | to stand |

e

| | |
|---|---|
| ēbè | round heap for planting yams |
| ēbī | hunger |
| èdè | language dialect |
| ēégbọ̄n | tick, flea |
| èékánná | nail (of finger or toe) |
| éípīnì | half penny |
| èjē | seven |
| èjì | two |
| ējò | snake |
| èkùsǎ | ringworm |
| èkǔtéēlé | mouse |
| ēlépō | oil vendor |
| èlǒ | how much? |
| èmī | I |
| èmīrīn | large sand fly |
| ēní | one |
| ènìà | person |
| ēpō | oil |

| | |
|---|---|
| ēpō òyìnbǒ | kerosene |
| èèrà | ant |
| ēré | play, game sport |
| èsō īgī | fruit |
| ēṣīnṣīn | housefly |
| ētí | ear |
| ēwé | leaf |
| èwō | what? which? |
| ēwúrẹ́ | goat |
| èyǐ | this |
| ēyíkēyǐ | any one, anykind, anywhatever |
| ẹ | you (pl. or courteous sg.) |
| ẹ̄bǎ | nearness, vicinity |
| ẹ̀bà | a type of food-from cooked cassava grains |
| ẹ̀bẹ̄ | àṣǎró |
| ẹ̄bí | family |
| ẹ̀bùn | gift |
| ẹ̀ẹ̀dẹ̀ | porch, balcony |
| ẹ̀fà | six |
| ẹ̀fọ̌ | green vegetable |
| ẹ̀fọ̄n | mosquito |
| ẹ̀gà | palm birds |
| ẹ̄gbẹ́ | companion |
| ẹ̀gbọ̌n | senior sibling |

| | |
|---|---|
| ẹ̀gẹ̌ | cassava |
| ẹ̀hìn | back |
| ẹ̀hìnkùlě | backyard |
| ẹ̀hìn ōdī | abroad |
| ẹ̄jā | fish |
| ẹ̀jọ̄ | eight |
| ẹ̀kọ̌ | education, schooling |
| ẹ̀kọ̄ | a solid food made from maize |
| ẹ̄kún | weeping |
| ẹ̄lẹ́dệ | pig |
| ẹ̄lẹ́gbẹ́ | one's fellow |
| ẹ̄mū | palm wine |
| ẹ́n | yes |
| ẹ̄ní | mat |
| ẹ̄nìkān | anyone |
| ẹ̄nū | mouth |
| ẹ̀pà | groundnuts |
| ẹ̄rān | meat |
| ẹ̀rīn | four |
| ẹ̄rù | load |
| ẹ̀ẹ̀rùn | dry season |
| ẹ̄sẹ̀ | foot, leg |
| ẹ̀sǎn | nine |
| ẹ̀tā | three |
| ẹ̀wǎ | ten |

| | |
|---|---|
| ẹ̀wà | cooked beans |
| ẹ̄wà | beauty, comeliness |
| ẹ̀wù | shirt, garment |
| ẹ̄yẹ̄lé | pigeon |
| ẹ̄yīn | egg |
| ẹ̄yìn | palm nuts |
| ẹ̀yīn | you (pl. or courteous sg.) |

f

| | |
|---|---|
| fà | to draw, stretch |
| fà | to be slow, crawl, glide |
| fājúrō | to be sullen, to look sad |
| fāpárọ́ | to sprain, fracture arm |
| fārān̄sé | French |
| fàyàwọ̌ | to smuggle |
| fèrèsě | window |
| fẹ́ | to want |
| fẹ́ | to blow |
| fẹ́rân | to love, to like, to prefer to |
| Ifẹ́(r)ệI | almost |
| fī | to put |
| fī | with the result that... |
| fìlà | hat |
| fī... pā mọ́ | to store, set aside |

| | |
|---|---|
| fīsílệ | desert, forsake, put down |
| fìtĭlâ | lamp |
| fò | to jump |
| fōhùnsĭ | agree |
| fōjúfôdă | overlook, ignore |
| fōríjî | pardon, forgive |
| fòyà | to be apprehensive |
| fọ́ | to shatter, break in pieces |
| fọ̀ | to wash |
| fọ̄wọ́lé | to touch |
| fún | to give |
| fún | for |
| fūnfūn | white |

g

| | |
|---|---|
| gábăsì | east |
| gáfárâ | excuse, apology, permission |
| gānī | exactly |
| gbà | to get |
| gbá | to kick, to sweep, to slap |
| gbádûn | to enjoy |
| gbàgbĕ | to forget |
| gbágŭdá | =ẹ̀gẹ̌ |
| gbámúṣé | to be beautiful, to be pretty |
| gbé | to dwell |
| gbé | to take (a heavy thing) |

| | |
|---|---|
| gbéyâwǒ | to marry |
| gbẹ̄ | to be dry |
| gbìn | to plant |
| gbó | old |
| gbōgbō | all, every |
| gbóná | to be hot |
| gbólóhûn | sentence, phrase, word, syllable |
| gbọ́ | to hear |
| gbọ́n | to be intelligent |
| gẹ́gẹ́ | exactly, accordingly, perfectly |
| gẹ́rẹ́ | just a little after |
| Gẹ̀ẹ́sî | English |
| gígûn | long, tall |
| gòkè | to climb |
| gùn | to be long |
| gún | to pound (yams, etc.) |
| gúnlọ́bẹ̍ | to stab |
| gúsû | South |

h

| | |
|---|---|
| háà | (interjection) |
| Hāúsá | Hausa |
| hó | to boil |

i

| | |
|---|---|
| Ībà | fever |
| ìbèèrè | inquiry |
| Ībẹ̀ | there |

| | |
|---|---|
| Ībẹ̌pẹ̄ | pawpaw |
| Ībí | here |
| Ībī | place |
| ìbǐnú | wrath, anger, passion |
| Ībīṣẹ́ | place of work |
| íbô | Igbo |
| Ībō | where |
| ìbọ̄n | gun |
| ìbùsùn | bed |
| ìdǎhûn | answer |
| ìdǎná | act of kindling fire for cooking |
| ìdǎrāyá | cheerfulness |
| ìdùǹdǔ | fried yam |
| Īfē | tumbler |
| Īgbā | 200 |
| ìgbà | time |
| ìgbǎ | fruit of the locust plant |
| Īgbá | calabash |
| ìgbǎlê | broom |
| ìgbẹ̌ ọ̌rìn | dysentery |
| Īgī | tree, firewood |
| ìgò | bottle |
| ìhà | side |
| ìjē | competition |
| ìjẹ̄ẹ̀dǒgún | fifteen days ago |
| ìjẹ̄fà | six days ago |

| | |
|---|---|
| ìjẹ̄rín | four days ago |
| ìjẹ̄tá | three days ago |
| ìjẹ̄wǎ | ten days ago |
| ìjòyè | chief |
| ìjọ̄bā | government |
| ìkā | finger, toe |
| īkán | white ants, termites |
| ìkǎṣọ̄sí | box, closet |
| ìkòkò | cooking pot |
| ìkòyǐ | Ikoyi |
| īlá | okra |
| ìlà ōòrùn | east |
| īlé | house |
| īlé ìdǎná | kitchen |
| īlé ìwẹ̀ | bathroom |
| īlé ōńjẹ̄ | pantry |
| īlé·̀wě | school (bldg.) |
| īlẹ̀ | floor, ground, nation |
| īlẹ̀kùn | door |
| īná | fire; lice |
| īnú | stomach, inside |
| ìnūrā | wiping |
| īnú rírūn | stomach-ache |
| ìnūsẹ̀ | foot mat |
| ìpè | call, invitation |
| ìrẹ̄sì | rice |
| ìrì | dew |

| | |
|---|---|
| īrīn | steel, iron |
| ìrìn àjò | journey |
| ìròhìn | news |
| ìrọ̀lẹ̌ | evening |
| ìrọ̀rǐ | pillow |
| īrú | kind, sort |
| īrù | wild fly |
| ìṣǎná | matches |
| ìsīnmī | rest, vacation |
| ìsīsìyǐ (also is heard with other tone patterns) | now |
| īṣẹ́ | work |
| ìṣẹ̌jú | minute, second |
| īṣīn | (kind of fruit) |
| ìṣǐrộ | arithmetic, counting |
| ìṣòwò | trading, merchandise |
| īṣū | yam |
| īṣū ēwùrà | water yam |
| ìtàn | story, history |
| ìtẹ̌sệ | stool |
| ìtòsǐ | nearness |
| ìtọ̀ | urine |
| ìtūmọ̀ | meaning |
| ìwǎdǐ | inquiry |
| īwájú | front; forehead |

| | |
|---|---|
| ìwě | book |
| ìwě ārò | poetry book |
| ìwě ìdǎrāyá | comic book |
| ìwě ìtàn | comic book |
| ìwọ̀ | you (sg.) |
| ìwọ̀ ōòrùn | west |
| ìwọ̀n | measurement, weight |
| īyán | pounded yam |
| ìyàrǎ | room |
| ìyàtọ̀ | difference |
| ìyẹ̄n | that |
| ìyàwǒ | wife |
| īyọ̀ | salt |
| ìyọ̄nū | trouble |

## J

| | |
|---|---|
| já/jábọ́ | to fall |
| jáde | to go out, to protrude |
| jáfááfáá | smart |
| jàgùdà | pickpocket |
| jẹ̄ | to eat |
| jẹ́ | to be |
| jẹ́kí | to allow, to permit, to let, 'let's...' |
| jẹ̄mọ́ | to relate to |
| jí | to be awake, to wake up, to steal |

| | |
|---|---|
| jìgǎ | jigger |
| jīná | well-cooked |
| jìnnà | far |
| jó | to dance |
| jókǒ | to sit down |
| jóná | to fail, become scorched |
| jọ̀lọ̀ | smooth, even |
| jọ̀wọ̌ | please, pardon |
| jù | to be excessive |
| jū... lọ̄ | to exceed something |
| júwē | to point out, to direct, to describe, to explain, to illustrate |

k

| | |
|---|---|
| kà | to read |
| kálāmù | pen |
| kán | to break, snap in two |
| ka̍n | contraction of 'ọ̀kān' one |
| kàn | to reach, to touch at, to knock at the door; to nail (with a hammer) |
| kān | sour, acid, sore, peevish, painful |
| kāná | on the fire |
| kānkéré | concrete, cement |
| káyǔn | inflammation of parts between the toes |
| kédē | to proclaim, to announce, to publicize |
| kéré | small, little |

| | |
|---|---|
| kẹ̀kẹ̌ | bicycle |
| kẹ́kọ̌ (kọ́ ẹ̀kọ̌) | to learn |
| kí | to greet, salute, visit |
| kì́ | not |
| kíkúrú | short |
| kínī | what? |
| kíńswēì | Kingsway |
| Kíríkî | Greek |
| kí... tó... | before |
| kò | not |
| kó | to take several things |
| kódâ | even so, nevertheless |
| kòkòrò | insect |
| kōríkō or: kōókō | grass, thatch |
| kọ̀ | to write |
| kọ̄já | to pass by |
| kọ́ | to learn, study |
| kọ́bộ | penny |
| kọ̄fí | coffee |
| kọ̄já | to pass by; beyond, above; ago, gone by, last |
| kọ̀ọ̀kān | one apiece |
| kọ́kọ́rọ́ | key |
| kọ́... sórí | to memorize |
| kú | to die |
| kùkùtě | stump of something |

| | |
|---|---|
| kúrô | to move away |
| kìtà | to be unsaleable |

l

| | |
|---|---|
| lá | to lick |
| lābālábá | butterfly, moth |
| láfún | ọ̄kà made of cassava flour |
| lágbájá | So-and-So |
| làákǎyẹ̀ | common sense, understanding |
| làkǔrêgbě | rheumatism |
| lángīdī | doll |
| láti | from |
| lé | is on, over |
| lé | to drive away |
| lè | to be able |
| lẹ́hîn | after |
| lẹ́sệkẹ̄sẹ̀ | immediately, at once |
| lílē | strong |
| lò | to use |
| lórí | above, upon, on the top of |
| lóró | to be painful, to be poisonous |
| lóyē | to be intelligent, wise |
| lọ̄ | to go |
| lọ́nâkǒnâ | in anyway, by any means, at all costs |

m

| | |
|---|---|
| má | (marker of negative imperative) |
| mà | (exclamatory or emphatic particle) |
| má▾ | (aspect indicator) |
| mà | is |
| mààlúù (also heard with other tone patterns) | cow |
| máńgõrò | mango |
| màrǐnâ | (a street in Lagos) |
| méjîlǎ | 12 |
| mélǒ | how many |
| mérî | Mary |
| mẹ́ẹ̀dǒgún | 15 |
| mẹ̀rînlǎ | 14 |
| mẹ́tâlǎ | 13 |
| mī | me, my |
| mǐrân | another |
| mō | first person pronoun singular number, I |
| mójútó | to oversee |
| mókê | to be successful |
| mólónî | (a street in Lagos) |
| mọ́ | again, any more |

| | | |
|---|---|---|
| | mọ́ | to be clean |
| | mọ̀ | to know |
| | mọ́kânlǎ | 11 |
| | mọ́lệ | (as a second component of a verb phrase) completely |
| | mú | to take, catch |
| | mū | to drink |

| | | |
|---|---|---|
| n | nà | to flog |
| | náà | the |
| | náí | ninepence |
| | nājú | to relax, get fresh air |
| | nārā | to rest |
| | ní | to have |
| | nī | is |
| | níbō | where |
| | nígbâkúūgbà | whenever |
| | nígbâmǐrân | sometimes, at times |
| | nígbâwō | when? |
| | nīrā | to be delicate, difficult |
| | nítôsǐ | near |
| | ǹjẹ̌ | (introduces yes-no questions) |
| | n̂kān or: n̄ǹkān | thing |
| | n̄ǹkānkān | anything |
| | nù | to wipe |

o̲

| | |
|---|---|
| ō | you (sg. subject) |
| ó | he, she, it |
| ō▾ | (reply to various greetings) |
| òbǐ | parent |
| ōbì | kolanut |
| ōbìnrīn | woman |
| òdē | outside |
| ōdī | city wall, fortification |
| ōdò | river |
| ōdó | mortar |
| ògīrī | wall |
| ọ̀gīrī ìkọ̀wẹ̌ | blackboard |
| ògòdò | yaws |
| ōògùn | drug |
| ōgún | twenty |
| ōhūn | thing |
| ọ̀jě | the metal lead |
| òjě īkọ̀wě | pencil |
| òjọ̀ | rain |
| ōjō▾júmọ́ | daily, everyday |
| ōjú | eye |
| ōjúgūn | skin |
| ọ̀kè | hill, top, mountain |
| ōkùn | rope |

| | |
|---|---|
| òkùnrùn | disease |
| ōlè | thief |
| ōlógbô | cat |
| ōlógōṣẹ́ | sparrow |
| ōlókŭtā or: òkŭtā | stone |
| ōlótŭ | president, governor |
| ōlówó | a rich person; one who owns or guides |
| ōlùkọ̆nī/ōlùkọ̆ | a teacher, an instructor, a trainer |
| ōlùrànlọ̆wọ́ | assistant |
| ōlúwā | lord |
| ōmī | water |
| ōmī dídî | ice, snow |
| ōmī ìkọ̀wĕ | ink |
| òn̄/òūn | he, she, it |
| ōnílé | house-owner |
| ōníṣēgùn | doctor, physician |
| ōníṣŏwò | trader |
| ōńjẹ̄ | food |
| ōlùrànlŏwó | assistant |
| ọ̀pŏpó | street |
| ōrí | head, top |
| ōríṣĭríṣĭ | different, assorted, variety |
| ōró | pain, poison |
| òrōm̀bŏ | orange |

| | |
|---|---|
| òrōm̀bǒ kíkān | lemon |
| òrǒró | groundnut oil |
| òrǒró ệgǔsí | melon seed oil |
| òrǒró ẹ̀pà | groundnut oil |
| ōrǒró lárâ | castor oil |
| ōōrū | heat |
| ōrúkọ̄ | name |
| òòrùn | sun |
| òsì | the left |
| ōṣè  or: ōsè | baobab tree fruit |
| ōṣù | month |
| òtǐtó | truth |
| ōtútû | coldness |
| ōwó | money |
| ōwó ōṣù | salary, wage |
| òwòrẹ̌ | cloudy part of dry season |
| òyē | intelligence, understanding, wisdom |
| ōyīn | honey, syrup |
| òyìnbǒ/òyìbǒ | white man |
| ọ̄bàkān | half-sibling |
| ọ̀bẹ̄ | knife |
| ọ̄bẹ̀ | soup |
| ọ̀bọ̄ | monkey |
| ọ̀dàn | grass field |

| | |
|---|---|
| ọ̀dẹ̀dẹ̀ | veranda, porch |
| ọ̀dọ̀ | one's presence |
| ọ̄dún | year |
| ọ̄gán | at once, immediately, instantly |
| ọ̄gbọ̀n | thirty |
| ọ̄gbọ́n | wisdom |
| ọ̀gẹ̀dẹ̀ | banana |
| ọ̀gẹ̀dẹ̀ àgbāgbà | plantain |
| ọ̀gẹ̀nẹ̀tẹ̀n<br>or: ọ̀gìnnìtìn | cold, damp, gloomy weather |
| ọ̀gọ̀dọ̀ | pond, dangerously swampy area |
| ọ̄gọ́n | speed |
| ọ̄jà | market |
| ọ̄jọ́ | day |
| ọ̄jọ́ẹ̍tì | Friday |
| ọ̄jọ́ˇjímộ | Friday |
| ọ̄jọ́ke̍jì ọ̀sẹ̀ | Tuesday |
| ọ̄jọ́kẹ̍ri̍n ọ̀sẹ̀ | Thursday |
| ọ̄jọ́kẹ̍ta̍ ọ̀sẹ̀ | Wednesday |
| ọ̄jọ́kìnǐ ọ̄sẹ̀ | Monday |
| ọ̄jọ́ˋsīnmī | Sunday |
| ọ̄kà | food made from yam flour or other flour |
| ọ̀kān | one |
| ọ̄kọ̀ | vehicle, conveyance |
| ọ̄kọ́ | hoe, spade |

| | |
|---|---|
| ọ̀kọ̀ | spear |
| ọ̀ọ̀kùn | millipede |
| ọ̄kùnrīn | man |
| ọ̀lā | tomorrow |
| ọ̄lọ́pǎ | policeman |
| ọ̄lọ́ṣâ | burglar |
| ọ̄mọ̄ | child |
| ọ̄mọ̄lāñgī | doll |
| ọ̄mọ̄ ọ̀dọ̀ | domestic help |
| ọ̀nà | road, way, path, street, clue |
| ọ̀pǎ | walking stick |
| ọ̀pẹ̀ | palm tree |
| ọ̀pẹ̀ òyìnbǒ | pineapple |
| ọ̀pọ̀lọ̄pọ̀ | much, many |
| ọ̀rẹ̌ | friend |
| ọ̀rọ̀ | speech, word, conversation |
| ọ̄rùn | neck |
| ọ̄rùn ẹ̄sẹ̀ | ankle |
| ọ̄rùn ọ̄wọ́ | wrist |
| ọ̀sǎn | afternoon |
| ọ̄sàn | orange |
| ọ̄sàn wẹ̌wẹ́ | lime |
| ọ̀sẹ̀ | Sunday |
| ọ̄ṣẹ̄ | soap |
| ọ̄tí | liquor |

| | |
|---|---|
| ọ̀tŭn | the right |
| ọ̄wọ́ | hand |
| ọ̄wọ̀ | broom |
| ọ̄yẹ́ | harmattan |

p

| | |
|---|---|
| pā | to kill |
| pādà | to return |
| pā... dé | to shut |
| pàkŭté | mouse trap |
| pāmọ́ | to protect |
| pàápáà] or: pápàá | especially, particularly |
| pápá | grass field |
| pārí | to finish |
| pátá | underpants, shorts used in working |
| (ṣí)...pāyá | to open wide |
| pàyăǹ | Spaniard, Spanish language |
| pé | to say that... |
| pé | to be correct |
| pè | to call |
| pẹ́ | to delay |
| pẹ̀lẹ̆ | to be sorry, sympathize |
| pẹ̀lŭ | is with |
| pẹ́pẹ́yẹ̄ | duck |
| pīdán | to perform sleight of hand |

| | |
|---|---|
| pīnū | determine, resolve |
| pōtōgí | Portuguese |
| pọ̀ | to be abundant |
| pọ́n | to be ripe |
| pọ́ùn | pound sterling |
| pūpā | brown, red |
| púpộ | very much |

r

| | |
|---|---|
| rā | to rub |
| rà | to buy |
| rà | to rot |
| ràjò | to travel, to journey |
| rán | to send |
| rán | to sew |
| ràn... lọ́wọ́ | to help |
| ránṣẹ́ | to send a message |
| rántí | to remember |
| rárá | not at all |
| rētí | to expect |
| ·̀rẹ̄ | your (sg.) |
| ·̄rẹ̀ | his, her, its |
| rẹ̀ | to tire |
| rí | to see |

| | |
|---|---|
| rí | ever |
| rìn | to walk, to travel |
| rō | to pain |
| rò | to think |
| rọ́ | to dislocate, sprain |
| rọ̀ | to fall (of rain) |
| rọ̄rā | to be careful, to deal gently |

## S

| | |
|---|---|
| sá | just̄ |
| sáká | completely |
| sálúbā̌tà | slippers |
| sān | to pay |
| sáré | to run |
| sàrǒ | Sierra Leone |
| sátīdé | Saturday |
| sē | to cook |
| sẹ̀ | to fall (of dew) to gush (of other liquid) |
| sì | also, and, likewise |
| sí | to |
| sí | there is (neg.) |
| síhǐn-sọ́hǔn | here and there |
| sìn | to worship |

| | |
|---|---|
| sísî | sixpence |
| sòbìyà | guinea worm |
| sòkòtò or: ṣòkòtò | trousers |
| sọ̄ | to say |
| sọ̄ | to throw |
| sọ̄kún or: sūnkún | to cry, to weep |
| sọ̄nù | to get lost |
| sọ̀rọ̀ | to speak |
| sọ̀tàn | to narrate, to tell a story |
| sùkǔrû | school |
| sùn | to sleep |
| súnmọ́ | near |
| sù-úrû | patience |
| ṣá | merely |
| ṣàìsàn | to be ill |
| sàlàyě | to explain |
| ṣé | (marks yes-no questions) |
| ṣē | to do, make |
| ṣẹ̀gbě | decay, to disintegrate |
| ṣēgēdē | mumps |
| ṣéńjî or: sẹ́ńgî | change, (money) |
| ṣēré | to play |
| ṣẹ̀ṣẹ̀ | has just |
| ṣē-ūn | (used in thanking) do something |
| ṣí | to open |
| ṣílê | shilling |

| | |
|---|---|
| ṣípāyá | to expose, to reveal, to open wide |
| ṣōjú | to represent |
| ṣòrō | to be difficult |
| ṣọ́ọ̆ṣì | church |
| ṣūbú | to fall down |
| ṣùgbọ̌n | but |

t

| | |
|---|---|
| tā | to shoot; to rise (of sun) |
| tà | to sell |
| tàbǐ | or |
| tábílî | table |
| tán | to finish |
| tānī | who? |
| tāñṣánkọ̄ | centipede |
| tāyò | to play āyò |
| tẹ̀lě | after, follow |
| tẹ́lệ | to do in advance |
| tẹ̀wě | to type, print |
| tí | when |
| tī | (tense indicator) |
| tī | (possessive) |
| tì | to shut tightly, lock |
| tíkíĭtì | ticket |
| tìmtìm | pillow |

| | |
|---|---|
| títî | street |
| tító | until |
| tó | to amount to, sufficient, enough |
| tō | approximately |
| tọ́bī | big |
| tọ̀ | to follow |
| tọ̀ | to urinate |
| tọ́jú | to prepare, see to |
| tọ́rọ́ | threepence |
| túmộ | to translate |
| tún | to do again |
| tūntūn | new |
| tūtù | to be cold |
| tútû | cold |
| túwó | a food made from flour and served with butter and soup |

w

| | |
|---|---|
| wá | look for |
| wá | to come |
| wà | to be located, exist |
| wádǐ | to inquire, to investigate |
| wákâtǐ | hour (period) |
| wà nǐlệ | to be on hand |
| wàrà | milk |
| wẹ̀ | to bathe |
| wẹ́wẹ́ | small fragments |

| | |
|---|---|
| wí | to say |
| wīyọ́ | to wash the hands |
| wọ̀ | to put on clothing |
| wọ̄ | to enter |
| wọ̄mī | to dive, fall into the water |
| wọ́n | to be expensive |
| wọ̄n | their |
| wọ́n | they |
| wú | to swell |
| wù | to please |

## y

| | |
|---|---|
| yá | to borrow, lend |
| yā | to tear |
| yà | turn aside |
| yà | to be characterized by |
| yā | to rend, to tear |
| yànmùyǎnmú | mosquito |
| yānrìn | sand |
| yárā | to be quick, to be nimble, to hasten |
| yàrǎ or: ìyàrǎ | room |
| yàrọ̄ | to become paralyzed |
| yàtọ̀ | to be different |
| yé | to understand (impers.) |
| yējē | to succeed |

| | |
|---|---|
| yẹ̄ | to be necessary |
| yẹ̀... wò | to examine |
| yìn | your (pl. or courteous sg.) |
| yìnyǐn | hail, snow |
| yó | to be filled (food or drink) |
| yōrùbǎ | Yoruba |
| yọ̄ | appear, to escape, to be free from, to save |
| yọ̀bọ̄ | to be clownish |

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